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ABSTRACT

This report summarizes the efforts and successes of the Youth as Resources (YAR) initiative, a program that offers youth empowerment and leadership in community service. It utilizes all youth in an effort to address any social or community issue deemed important to a local area and provides opportunities for a wide range of agencies to host or to benefit from youth service projects. Part 1 of the report details the development and grounding of the YAR concept, as well as its impact on youth policy. It then outlines how the program came to Indiana, and provides an overall view of how the idea fared in practice. Part 2 offers some conclusions and lessons from these experiences and suggests ways to bring the benefits of the YAR concept to other communities. Part 3 presents stories of actual programs in each of the cities, including the evaluations of local projects. An appendix contains YAR program evaluation interview questions and surveys. (GLR)

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CHANGING PERSPECTIVES

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youth as resources

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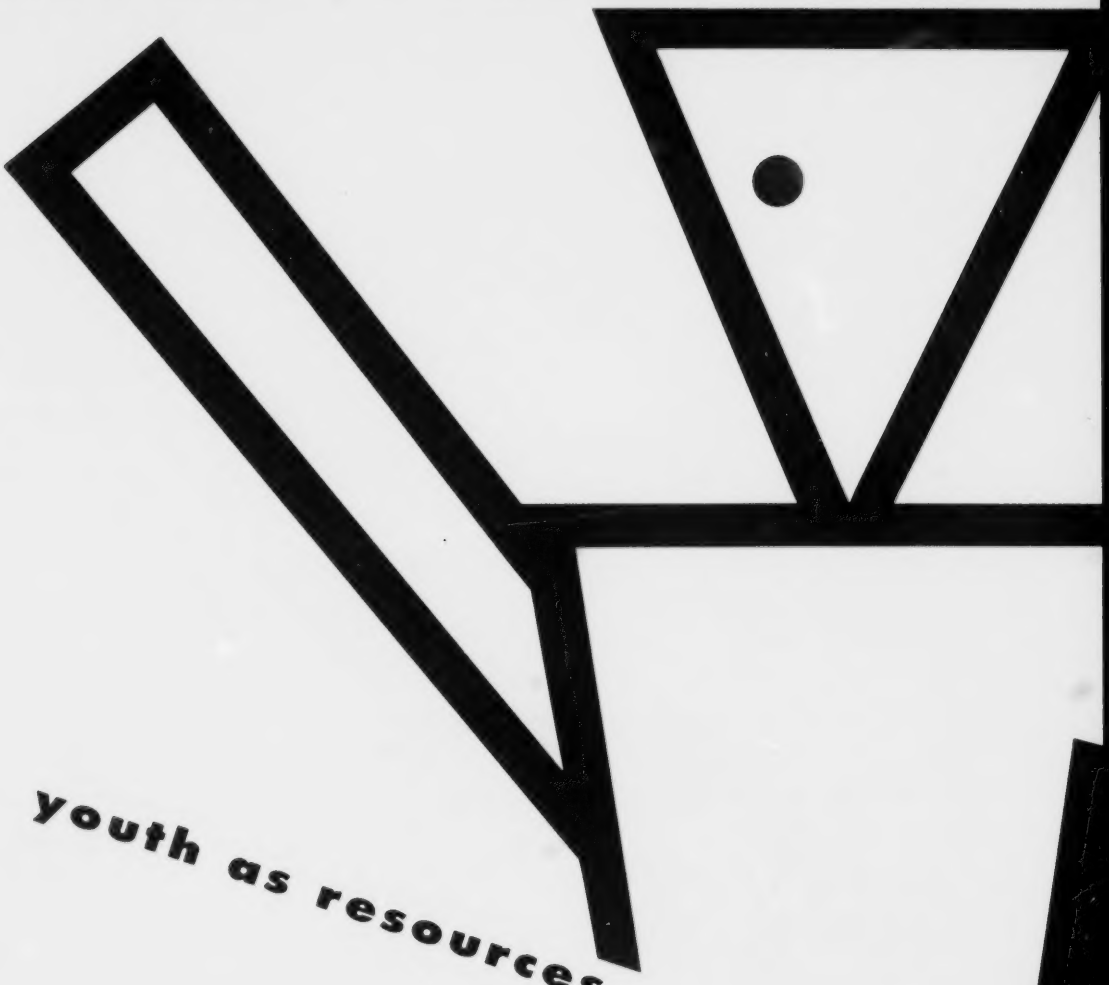

youth as resources

The National Crime Prevention Council is a private, nonprofit tax-exempt organization whose principle mission is to enable people to prevent crime and build safe, caring communities. NCPC provides technical assistance, coordinates the Crime Prevention Coalition (133 national, federal, and state groups), produces a variety of materials for public education, operates demonstration programs to share the results with the nation, and works with the Advertising Council, Inc., the U.S. Department of Justice, and the Coalition on the McGruff "Take A Bite Out of Crime" public service advertising campaign.

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FOREWORD

Lilly Endowment has favored programs that educate and build the character of youth since its creation 53 years ago. The Lilly family and the Endowment have explicitly understood what for many has become a trite concept—that our young people are indeed our most valuable natural resource. With this historic perspective, we were most receptive to the challenge from the National Crime Prevention Council to support the creation of Youth As Resources in three Indiana communities.

The idea of young people demonstrating their citizenship through projects they developed as local solutions to complex social issues was consistent with our vision that youth, like adults, have the capacity to become servant leaders. From our experience, we were confident young people could make significant community contributions and achieve personal successes, especially when supported by caring and concerned adults skilled at facilitating young people's leadership development. We were convinced that young people could do more than consume community and family resources, that they could establish reciprocal relationships with their communities. We believed the public, when presented with examples of the positive contribution youth can make in a community, and its opinion leaders, particularly the media and public officials, were prepared to expand their view of the role young people can play in the community.

Always confident the youth development objectives framing Youth As Resources were achievable, we are now privileged to present a report of the Youth As Resource experiment. We believe it clearly demonstrates that youth from all backgrounds are potential resources for positive social change in our communities.

We are particularly indebted to the National Crime Prevention Council for its leadership; the three site coordinators in Evansville, Fort Wayne, and Indianapolis who built the programs; and to the thousands of young people and their adult supporters who enthusiastically answered the call to service. I have been personally moved as I've seen evidence of the creativity, endurance, and learning that occurred as projects were executed to address substance abuse, blighted housing, loneliness among seniors in nursing homes, and pregnancy among peers. The testimony of adults who worked as colleagues with youth on Youth As Resources Board Of Directors, leaves me optimistic about the partnership-potential and mutual respect that can permeate youth-adult relationships. I am not only convinced that the Indiana projects will continue, and expand beyond the original sites, but that this youth participation strategy has significance for communities all over this country.

I encourage you to read this report, celebrate the Youth As Resources success, and then act on its compelling and challenging message.

John Mutz
President, Lilly Endowment

ACKNOWLEDGEMENTS

I had long dreamed of designing and launching something akin to the Youth as Resources Initiative. The talents, commitment and energies of many wonderful people helped make that dream a reality. With the exception of Boston's Teens As Community Resources, which NCPC helped to design with John Ramsey of the Boston Foundation, there were no models that were local and decentralized, although some encouraging analogues existed in school-based and corps-based youth service programs. Program simply were not designed to reach the widest variety of youth who were ready and able to tackle any number of social issues working for a variety of agencies extant in our nation's communities.

Joan Lipsitz, a project officer of the Lilly Endowment, offered early guidance and encouragement. Her work as Director of the Center For Early Adolescence provided common ground for discussion of the needs of young people to feel needed and valued by their communities, and her enthusiasm led to the initial planning grant to explore the initiative's feasibility in various Indiana cities.

Once funded, NCPC was again highly fortunate to have Willis Bright as project officer. Willis is that rare person who subtly combines the roles of monitor and partner. His engagement with the initiative extended to attending key meetings, recognition events, forums, and planning sessions. His suggestions were always just that, demonstrating extreme sensitivity to the project. With characteristic humility, he gave credit for his ideas to others.

Lilly's Vice President for Education, Bill Bonifield, not only knew about and endorsed the project from incubation forward, but gave of himself at key moments during the training and recognition events.

Key figures in each of the three cities helped ensure the project's success:

▲ In Fort Wayne, David Brittenham of the YMCA provided key operational advice and ensured that I met with and was accepted by key figures in the community. Anne Hoover, who became that program's first director, quickly showed why that site would be a success — she loved Fort Wayne, knew its leading figures, and rejoiced in working with teens. When Donna Koehlinger came aboard later as director, it was clear that she shared Hoover's passion, commitment, and talent.

▲ A cold winter's day in Evansville did not seem an auspicious time to start exploring the feasibility of such a project, but people like H. Lee Cooper, CEO of Citizens National Bank, and Jan Davies, head of the Raintree Girl Scout Council, warmly welcomed the idea. Cooper gave his support, including a significant portion of his Rolodex; Davies signed on early and brought along her friends in the youth-serving community. Jack Humphries of the Evansville schools and Roberta Heiman of the *Evansville Courier* gave early encouragement and full support. Soon thereafter, Phyllis Kincaid came aboard as program director, combining a life-long commitment to teens, an inability to accept "no" for an answer, and a willingness to do absolutely anything needed to make the program a success.

▲ The initial point of contact in Indianapolis was Dale Neuberger, head of the internationally renowned Indiana University Natatorium. He also holds an abiding interest in the well-being of young people stemming from his work with youth in New York. His commitment was clear, steady, and remarkable, given his many other obligations. He brought aboard Paula Allen, whose positive outlook, familiarity with the Indianapolis youth-serving community, and background in youth work ideally suited her to choreograph that city's program. She also did yeoman work in gathering data for this report.

Of course, there were many others, too numerous to cite here, in each city who gave guidance, inspiration, and specific commitments. My apologies to each for their lack of mention here, along with heartfelt thanks.

At NCPC Terry Modglin, Jean O'Neil, and I spent many long evenings conceptualizing the initiative, an initiative that would work not just for "at-risk" kids or "normal" kids, but for all kids. The model would have to involve young people from start to finish, to reach as far as it could, not to simply proclaim but to demonstrate that youth are indeed resources. Modglin served the program beautifully as its first director.

Maria Nagorski, NCPC's Director of Training and Technical Assistance, assumed management of the initiative and brought her considerable skills in facilitating, managing, and training to bear, thereby striking a remarkable balance between necessary oversight and monitoring and the freedom needed by local sites to meet local needs. Her sensitivity to the many needs of the program was remarkable.

This document was written mainly by Jean O'Neil whose daunting task it was to capture common elements from among the 150 projects, some of which lasted for a weekend, some of which are still in operation. Jean developed the evaluation instruments, helped find the evaluators that were willing to work more for love than for money, and helped to coordinate their work in each of the three cities. Finally, she had to help design a document that would reach individuals who work with youth as well as with those who make policy. She deserves credit for a job well done.

A final note: NCPC's board of directors is due a debt of gratitude for its collective commitment to youth and to the future, which has been the bedrock of all that has been done by the agency.

John A. Calhoun, Executive Director
National Crime Prevention Council
Formerly United States Commissioner of the Administration for Children, Youth, and Families.

YOUTH AS RESOURCES

Junior high school students in Evansville decided it was time they did something about drugs — and helping younger kids say no. So they formed TADA — Teens Against Drugs and Alcohol. TADA members created and choreographed their own puppet skits, devised staging, and prepared programs for elementary-age children. Within less than 18 months, more than 6,000 children in the greater Evansville area had enthusiastically heard TADA's messages. Parents chipped in with some sewing guidance and transportation, but these young performers run the show themselves — and are proud of the positive impact they have on their community.

Young boys and old women — it's a powerful combination at the Sherwood Nursing Home in Indianapolis, where the youth spend time every month with their senior friends. Strong friendships have been forged, generation gaps have been bridged, and pleasant afternoons have meant a new appreciation for companionship by both young and old.

The park was a wreck. The building was in disrepair, the equipment dirty and rusty, the grounds unkempt. The students hadn't initially been enthusiastic about devising a YAR project. Adults who knew them were dubious—even their bus driver had low expectations.

But when this group from Homestead High School tackled a clean-up of a park in nearby Zanesville, they did such an outstanding job that the bus driver, the principal, the school newspaper editor, and the Lions Club that sponsored the park all became enthusiastic supporters. And just as important, the students gained new confidence in themselves and pride in their abilities.

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EXECUTIVE SUMMARY

Youth as Resources (YAR) is a model of youth empowerment and youth leadership in community service. Both a program and a perspective, it

- ▲ includes all youth (not just those in school or organized groups);
- ▲ addresses any social or community issue deemed important to a local area;
- ▲ provides opportunities for a wide range of agencies to host or benefit from youth service projects.

The concept is basic: youth are resources, and, when treated as such, can and do make a difference in their communities and schools. Being engaged as resources makes youth feel needed and connected to the communities in which they live.

Building low cost homes for low income families is the hallmark of Habitat for Humanity. Habitat Evansville hosted youth on the building crews for the first time under a YAR grant. Now this Habitat group regularly includes youth on its teams. The young people were excited because they got to make a difference for a real family.

The Lilly Endowment, to document the benefits and validity of YAR, funded the National Crime Prevention Council (NCPC) to set up independent YAR programs in three cities and assist these programs in operating for two and one-half years. The initiative gave young people the opportunity to plan and implement projects to meet real community needs. Boards composed of local adults and youth were established and given grant-making authority. Proposals were submitted and youth-led service projects were funded, projects designed by youth with adults for the community, not by adults for youth.

The programs took root and flourished. The benefits extended far beyond the direct impact of more than 150 projects in which more than 3,000 youth took part:

- ▲ Young people changed and gained a deeper understanding of their stake and role in their communities.
- ▲ Adults changed their viewpoints about youth.
- ▲ Communities were improved.
- ▲ Policies and procedures of community organizations were changed to take advantage of youth's capacities and desires to help.

YAR proved that young people thrive on responsibility and challenge, on the chance to tackle tangible problems and real issues now, not when they turn 21. Rather than confounding the teen years, the act of taking on responsibility seemed to sustain youth through it.

What kind of youth were resources? Every kind. Projects involved youth on parole and on a honor rolls, Boy Scouts and dropouts, church youth groups and incarcerated youth, youth in community centers, and youth in schools.

What issues did the young people tackle? Every issue about which society is concerned — criminal justice, drug abuse, environmental protection, education, assistance to the elderly, mental health, teen pregnancy, homelessness, hunger, suicide prevention, child abuse, drop-out prevention, and more.

What kind of organizations did youth work with in setting up their projects? Every organization with which youth have contact: schools, community centers, housing authorities, medical facilities, criminal justice agencies, social service groups, youth membership organizations, churches and synagogues, the media, and civic associations to name a few.

why YAR?

The philosophy of YAR is simple. If youth know that their community needs them, they will realize that they can be partners in solving some of society's most vexing problems and perceive that their responsible action will improve both the community's and their own situation. They will feel better about themselves, gain in confidence, make more responsible choices, see that they have a direct stake in their community, and explore roles they can play in it. The essence of YAR is a message to all youth that they are responsible and needed.

Increasingly, we are aware of the harm that arises from lack of social connection. Youth mature physically earlier and earlier, but they are denied social and economic maturity until later and later. Although they seek to grow beyond the confines of family and close friends, teens have been refused a place in their community, a sense that they have a legitimate role and stake in the larger social framework. The trend has been exacerbated by a variety of forces, such as increased mobility, anonymous neighborhoods, and a dramatic increase in single parent and two-earner families. As society is now structured, few social mechanisms work for the positive, non-traumatic integration of young people into the adult world. Fewer still help youth to achieve a civic — as opposed to personal — maturity, a realization that they benefit from and in turn can benefit the community. YAR offers a positive and powerful link to their community. Young people in YAR are judged by

their capacity to help their community and themselves, not by other status indicators.

Most service programs are formulated by adults for youth. YAR is different. Youth help to identify an issue of concern to themselves and to their community and take leadership, working with adults, to determine needs, develop a project idea, write a proposal and budget, and execute plans.

program, perspective, policy, and projects

Youth as Resources is a view, an outlook, an ethos in which other programs can participate. It must not be seen simply as a grant making mechanism or program. It concerns the ways in which those who work with youth perceive them.

In addition, communities face sizable inventories of tasks undone — inadequate housing, hungry people, public places that need repair, teens and children who need an education and alternative opportunities to stay drug free, illiteracy, people who need counseling and other kinds of help. This inventory of need is compounded by shortages of both public funds and volunteers.

Meanwhile, youth need to be valued by the community, especially as they pass through adolescence and begin to explore adult roles.

YAR challenges young people to use their skills and energy to meet community needs. In meeting these needs, youth meet their own. Youth thirst for the opportunity to take responsibility and to carry out programs on behalf of others.

Adults then develop a more positive view of youth and begin to see even more ways in which to bring young talents to work in other settings. Rather than just another program, YAR becomes a method and perspective for the whole community to use in working with young people.

Giving young people, including those on society's edge, a stake in their communities, can turn "the youth problem" on its head. The ultimate goal: to change the way in which our country regards and uses the skills of its youth so that young people are not viewed primarily as service objects but as service actors with significant roles to play.

Young people in inner-city Fort Wayne saw that the usual anti-drug and anti pregnancy messages didn't reach many of their peers. But AIDS was a real worry. They came up with an innovative idea — educate about AIDS but include drug and pregnancy prevention. A creative way to reach a tough audience!

partners producing results

The National Crime Prevention Council and the Lilly Endowment came together in 1986 to test the YAR concept and to demonstrate its effectiveness. Young people and adults in Evansville, Fort Wayne, and Indianapolis, Indiana, were selected to initiate programs and to test the impact on communities, young people, and adults.

The initiative had five main goals:

- ▲ To affirm youths' capacity to take on responsible roles in solving community problems,
- ▲ To learn how communities can create and sustain the opportunities for young people to take on such roles,
- ▲ To shift policies and procedures of agencies toward the idea of using youth as resources,
- ▲ To shift public opinion toward an affirmation of youth as community assets,
- ▲ To discover what happens to the young people who take part in YAR projects.

After two and one-half years, the conclusion is emphatic: each of these goals was met or exceeded, and a number of unanticipated benefits accrued. That conclusion is backed by three community-wide YAR organizations that continue to thrive and by adults and organizations who are adopting the YAR perspective.

Communities gained in highly tangible ways — playgrounds for day care centers, a new fairground picnic area, three aviaries, a half-acre park cleaned and beautified, a new library at a community church, a parking lot transformed into a community park, a playroom for children of homeless families in a shelter, a nature and fitness trail for special needs children, as examples.

These communities have also gained in less immediately tangible ways — thousands of children educated against drug abuse, pre-teens with a more realistic (and sobering) picture of the realities of teen parenthood, elementary schoolers once reluctant and now eager to read, senior citizens less afraid to venture forth from their homes.

Organizations in the communities changed substantively too. Youth now serve on boards of community organizations. Youth-generated projects are so valued that many sponsoring (host) agencies contribute their own resources to sustain them. Adults operating a shelter for the homeless now see teens as a source of sorely needed manpower, parents find their young children read better and enjoy it more because of older students' coaching, counselors discover teens can deliver to each other messages adults cannot seem to convey.

The least tangible but perhaps most important changes are in the youth: "I didn't think I could do this, but knowing I can makes all the difference." "I like knowing that others see me as a responsible person." "I don't feel so shy around older people now." "I like to help others — it's cool." "This gave me the self-esteem to help someone in need." Young people have showed that they thrive on responsibility and challenge, that they can tackle projects and problems now — not when they turn 21 — and that the act of taking on responsibility, far from confounding adolescence, helps sustain youth through it.

Young Indianapolis probationers thought the area near the courthouse could use sprucing up — including some heavy clean-up and fix-up work. Residents — many physically unable to do the work themselves — were delighted. The youth emerged with new pride in their skills and themselves.

the active ingredients

The common denominator in all this is the energy and commitment of young people who saw a problem, thought through the solution, and put the solution to work — often using little cash to get the job done.

The seminal concept came from the National Crime Prevention Council; the Lilly Endowment gave NCPC a 30-month grant to test it. Adults and youth in three cities made it bear fruit.

The Lilly Endowment funded site operations including money for project grants and local boards. The Lilly money also covered costs of managing the initiative, training of YAR staff, evaluating projects, publishing a newsletter (*Outlook*), and documenting and disseminating findings.

Each community created a board through which YAR operated in that city. Though the legal structures differed somewhat, the actual work of each board was similar. In addition to customary policy and fiduciary duties, the boards actually interviewed and selected grantees from among proposals submitted. This required soliciting, screening, selecting, and monitoring grant applications generated by the young people and their adult sponsors. It also involved a commitment to promote the YAR concept and to assist in securing public recognition for the young people who completed their projects.

Youth and adults joined together on YAR boards that reviewed applications, awarded grants, and promoted the YAR approach in their communities. Board members in all three cities testified that both youth and adults gained much from the partnership.

Board membership reflected key elements of the community — business, media, social services, local government, education — with special emphasis on including those who work with youth and those who could benefit from youth as resources. Each board included young people as full-fledged members.

Each site had a part-time director who communicated regularly with the National Crime Prevention Council and worked closely with board members and grantees. Their roles included outreach, training, technical assistance, grant monitoring and support, and tailoring YAR to the specific needs of their communities.

Evaluations were conducted by members of the local academic community who were independent of the site staff. The evaluation focus was on the impacts of projects rather than on the mechanics of grant operations.

this report

This document summarizes two-and-one-half action-packed years and the efforts of thousands of people. It attempts to convey the essence of what happened both in general and in each of three different settings.

Part I details the development and grounding of the Youth as Resources concept, as well as its impact on youth policy. Following that, we outline how the program came to Indiana. An overall view of how the idea fared in practice is presented in the discussion of evaluation.

Part II offers some conclusions and lessons from these experiences and suggests ways to bring to other communities the benefits of the YAR concept.

Part III presents the stories of the actual programs in each of the cities, including the evaluations of local projects. We share just a few of the remarkable stories of the work young people have done and the impact it has had on them, on the adults they work with, and on the people they help. ▲

PART I. PATH TO CHANGE

Section 1 - The Heart of the Initiative

The Youth as Resources program is grounded in the specific belief that youth have, here and now, talents that can benefit them and the community. It seeks to meet both needs of the community and needs of youth.

perspective and process in one program

Youth as Resources is a perspective — a way of looking at young people that sees them as invaluable community assets. It is also a process, bringing youth into a variety of responsible roles working together with adults, and a program, grant-making local boards funding youth-led projects. Each of these aspects grows naturally from the underpinnings of the YAR concept. These two elements drive the program.

perspective

One goal of the Lilly-funded Youth as Resources effort was to change the way in which communities thought about their youth — to shift perspective. This indeed took place in several kinds of settings. Groups working with young people — including YAR boards — gained new insight about young people's capabilities and potentials. Youth were brought into planning processes, given more responsibility, and invited into governance of organizations.

Why is this important?

Many adults who have worked with youth tend to dwell on verbs like "fix" and "rehabilitate." Youth are assessed by deficiencies, not by capabilities. The dominant question is whether or not they can be integrated into society.

This is a necessary perspective. There are youth who need help: they need the best and the most that we can give. But if this is the only perspective, we ignore the current and potential abilities of all kinds of youth and their potential to play a responsible role in the community.

Having actual experience with young people in resource roles

Keeping others from going through what they have endured as dropouts is the goal of young people in South East 70,001, who are educating and counseling peers still in high school to prevent them from dropping out.

tends to shift adult perspectives. No longer are the measures exclusively those of deficit or of merely non-negative behavior. Young people perceived as positive contributors becomes the paradigm instead, as the Lilly experience demonstrated.

Groups without prior experience with young volunteers sometimes doubted their usefulness and reliability, but experience led them to believe the validity of the YAR perspective. In Fort Wayne, Child Care of Allen County was so impressed with the calibre of the youths' work in designing and building a playground for a day care center that the agency hosted its own recognition event for the youth and continues to request teens' help on a number of projects. A large neighborhood association in Indianapolis became a major customer of the junior high school computer club's YAR-funded print shop service, emerging as the strongest advocate for renewing the project in the next school year.

Schools have seen the benefits to students of YAR programs and have even altered policies to encourage such community service. For instance, a junior high school group, predominantly composed of lower income and minority youth bused in to the school, began working with homeless children and families at a shelter as tutors. Not only did the students' academic and social performance improve enough to attract the notice of the principal (who decided to allow community service activities during classroom hours), but the students saw other needs and raised the money to stock a playroom for the children. Learning-disabled high school students who had a history of misbehavior took on the project of renovating a deteriorated playground. The school agreed, with some reservations, that youth could work on the project during school hours. The renovation was a success with the park's sponsors and users; the young people not only gained in self-esteem but in the eyes of their peers when their success was featured in the school newspaper.

Tutoring is hard work; it can also be remarkably rewarding. YAR tutors worked with all kinds of youth including underachievers, homeless youth, youth with disabilities, youth in need of role models.

Community agencies have changed their policies because of the perspective gained from their involvement in YAR. Indianapolis Juvenile Court authorities, for instance, now permit detained youth to leave the detention facility to attend YAR events. Prior to the successful experience with on-site YAR projects, authorities had allowed the youth to leave only for court appearances. One Big Sisters group sponsored a "Grandsisters" effort, in which the Little Sisters worked with an elderly person as well as enjoying time with their Big Sisters. That group has now

completed its third "round" of pairing Grandsisters with Big and Little Sisters and is making this part of its ongoing program. Another Big Sisters group agreed to let teens spend Saturday mornings acting as tutors for Little Sisters; the group has now begun looking for more ways to benefit from these capable youth. A corporation that sponsored the development of public service announcements is eager to help teens do more, and the TV station that aired the PSAs has entered them in a competition. Many other adult leaders of groups such as Scouts and Boys' Clubs have indicated a firm commitment to YAR-style community service as ongoing program components.

process

The Youth as Resources process puts young people into responsible positions in designing and operating projects — and in running the overall program. The youth must be more than just "worker bees" if YAR is to be effective; they must have authority and responsibility. But adults must also be involved. Youth want to learn about the adult world — and to do so, they must interact with adults.

The process of decisionmaking about grants themselves involves teens as well as adults. Each board includes substantial numbers of teens as members. Indeed, the young people are integral to the governance of the local programs.

Young board members have recruited applicants for project funds, helped to set and enforce policies, educated adult board members, and given credibility to the perspective and the program. For example, one teen board member's enthusiasm convinced classmates to develop a program working with seniors in nursing homes. The President of the Fort Wayne Board is a high school senior. Young people regularly take part in YAR presentations to national, regional, and local audiences.

Teen board members have helped educate their adult counterparts about conditions faced by today's youth. For instance, adult board members were skeptical of the need for a project in which youth would educate peers on identifying and managing stress. Teens sitting on the board were able to bridge the gap between adults' perception and teens' needs. Result — the adults agreed that the project should be approved.

Having young people on the board lends a critical credibility to YAR.

Their presence demonstrates that governance by young people is both possible and practical. Their presence at screening interviews helps reassure teens who are making presentations and reaffirms to adults the importance of teens' roles in making and executing decisions.

It is important to note that *adults* and their interaction with young people are just as vital to the governance process. As with the projects, youth learn about the adult world better from interacting with adults than with peers.

Young people themselves grow by having active roles in governing the overall YAR program, much as they do in designing and running specific projects. A substantial majority of the board members interviewed said that they saw teen board members grow in self-esteem and self-confidence and in their level of comfort in working with adults. Adult board members also observed that the youth serving on the board had sharpened their critical thinking, budgeting, debating, presentation, and planning skills.

meeting youths' developmental needs

What we know of adolescent development backs up the Youth as Resources approach. For a healthy adolescence, young people need the opportunity to try on adult roles, to participate, to learn decision-making through experience, to develop a sense of accountability, to grow in self-awareness and self-identity, and to be able to explore adult roles without irreversible commitment. These needs can be met through YAR. The young people perform tasks adults would otherwise perform, get to develop and expand their skills, make key decisions in the course of designing and executing their projects, and realize through the grant-making and monitoring process that they are accountable for the resources they are given and the task they have agreed to undertake.

Our society has changed dramatically in the past 30 years. Families are more fragmented; two-wage-earner and single parent families mean fewer adults at home during the day to interact with teens. Adolescence begins earlier physically and ends later economically than ever before, and youth are information-rich but action-poor compared with those of previous generations. These changes and others make it harder than ever for parents and communities to provide opportunities for adolescents to meet these developmental needs.

YAR youth develop as individuals through their experience in taking on important

tasks, exercising responsibility, assuming leadership roles, and interacting with adults. YAR is able to help with the youth development tasks that had previously been handled through traditional, now-diminished social mechanisms.

bringing young people into the community

Teens are in transition from the dependency of childhood to the independence of adulthood. Many of their developmental needs reflect that transition. But it is equally important to the community that, as young people reach toward adulthood, they feel a sense of stake in that community and a sense of their role in it. The community needs the service of every member, and it needs young people to become productive, participating adults.

The idea that youth need contact with the community is not new. As early as the turn of the century, William James and others were urging the idea of national service. It has been pressed in many forms through the decades since, most recently in Congressional legislation and Presidential initiatives. What Youth as Resources brings to that concept is that youth must have responsible roles in selecting and planning their activity — identifying the problems, exploring the options, making choices, and taking leadership. It is community-based and community need-driven. Although it supports youth service concepts, YAR is not driven by them.

The agony of child abuse, and the need to prevent it were dramatized by young people through a wrenching but revealing play performed for youth and adults

This yields, as YAR has shown, a positive contact with the community — positive interaction with adults, a sense of positive contribution, an increased sense of self-esteem. And that is important because many of the messages youth get from the community are negative. The Minnesota Youth Poll conducted by the Center for Youth Development and Research at the University of Minnesota in 1985 found that two-thirds of youth saw themselves as negatively perceived by police, senior citizens, teachers, and parents — with nearly half of the youth characterizing those perceptions as extremely negative. A survey of over 200 young people at the Third National Youth Crime Prevention Conference in 1989, as well as studies in Chicago and East Harlem, confirmed those negative messages to youth. But teens see themselves and their peers in a more positive light: "caring," "the leaders of the future," "able to learn," to name a few.

YAR, by creating opportunities for young people and adults to interact and by demonstrating young people's capacity to take on responsible roles in dealing with some of society's toughest problems, helps move adults to more positive and less stereotypical views of teens.

In sum, young people viewed as resources become invested in their community and its improvement, adults are much more positive about youths' capacities, and leadership skills needed by the community are nurtured at the same time needed services are performed. ▲

Section 2 - Establishing and Sustaining the Program

In the late 1986, the Lilly Endowment expressed interest in the concepts that the National Crime Prevention Council had presented in its Ford Foundation-sponsored book, *Making A Difference: Young People in Community Prevention Crime Prevention*, and through a nascent program NCPC had helped to create in conjunction with the Boston Foundation (Teens as Community Resources). The concepts that powered both *Making A Difference* and Teens as Community Resources were grounded in the experience of NCPC Executive Director John A. Calhoun, former U.S. Commissioner of the Adminstration for Children, Youth, and Families in the U.S. Department of Health and Human Services.

Lilly officials asked NCPC to explore opportunities in communities around the state for Youth as Resources programs and to propose two as program sites. With a $7,500 planning grant, NCPC proceeded to look at possible YAR sites in Indiana.

NCPC developed, from a variety of sources including Lilly, lists of potential contacts in a number of cities and conducted discussions that led to visits with, and the eventual selection of, Evansville, Fort Wayne, and Indianapolis as Youth as Resources sites. Lilly agreed to fund a third site to add demographic and geographic diversity to the test.

In each of these cities, NCPC's investigations showed, there were reasonable numbers of civic leaders who were deeply concerned about the future quality of their communities. The diversity represented by these leaders was impressive. Each displayed an abiding interest in and desire to assist young people. Each was excited about testing a new approach. By the end of the planning grant period (about 12 weeks), each had agreed to serve on the appropriate local boards if the project were funded.

Each community presented a different structural opportunity for the new program. Fort Wayne's YMCA offered the Y's Coalition for Youth, which was highly compatible with and warmly hospitable to the concept. Indianapolis's youth initiatives core from the Pan American Games provided a plausible anchor

point in central Indiana. In Evansville, local leaders readily saw the need — and the opportunity — to form an independent group to work with the region's young people.

Selection of these cities reflected geographic and economic diversity. The Indianapolis area represents about 1.3 million; greater Fort Wayne includes about 350,000; the Evansville area population is about 285,000. Each site has a city with a core area confronting typical urban stresses; the surrounding area ranges from bedroom communities (Indianapolis) to wide swaths of farmland (Evansville). The Evansville area's population is, on average, slightly older than that of the Fort Wayne area, whose population averages just a bit older than that of the greater Indianapolis area. Indianapolis has a somewhat greater proportion of minorities than the other two areas.

the task

Based on NCPC's findings and its detailed application, the Lilly Endowment approved a grant of $750,000 for two-and-one-half years of Youth as Resources in the three cities. Three fundamental purposes were set forth in the grant:

- "To alter society's view of teens from source of problems to source of solutions;
- "To meet civic needs;
- "To acknowledge the mutual obligation of society to individuals and individuals to society in order to re-establish and reaffirm the social contract."

The goals of the grant were clear:

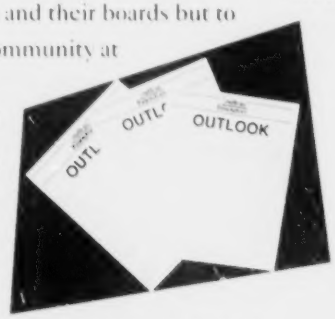
- "Establish three Youth as Resources programs in the cities of Evansville, Fort Wayne, and Indianapolis;
- "Affirm youth capacity to work in responsible roles and contribute significantly to building more vital communities;
- "Learn how communitites can create and sustain attitudes and opportunities which permit and encourage teens to use their abilities for the community;
- "Alter policies and procedures of those agencies which can benefit from youths' talents or work with youth to include a Youth as Resources perspective;
- "Shift public opinion toward an affirmation of youth as community assets; and
- "Learn what happens to the attitudes and perceptions of young people who take part in Youth as Resources community projects."

to start

The core of a board had been identified in preliminary interviews in each of the three communities. A pro tem local board chair was named in each community and asked to convene that city's core group.

Funds were allocated for a three-quarter-time staff person in each community; boards were asked to screen and select persons for those positions promptly.

NCPC provided the grant oversight, fiscal management, national focus and policy development, and various types of technical assistance and training help. NCPC produced a newsletter, *Outlook*, which went not just to the individual sites and their boards but to a host of organizations and persons active in the youth-serving community at a national or regional level.



The Outlook newsletter included news items, interviews, and articles by youth and adults in the program. It reached more than 1,000 readers.

Most of the funds from the Endowment were passed through to the three local sites. Each local group controlled its grant resources, operating in a non-profit [501(c)(3)] environment.

NCPC directly hired local evaluators for each site — in each case a university professor experienced in social science analysis with special interest in the issues of adolescent development. They were tasked to assess projects (grants) approved by their local boards using a variety of techniques and instruments (see Appendix) to judge the program's impact on youth, on the organizations that hosted YAR projects, and on community agencies and individuals who benefited from young people's help.

In September 1987, NCPC, in conjunction with the Lilly Endowment, gathered the site directors and board chairs in Indianapolis for a three-day orientation, planning, and training session. Youth Service America Director Roger Landrum and Lilly Endowment Vice President Bill Bonifield spoke. The director of Boston's Teens as Community Resources program provided first-hand experience. The session set what has proved to be an invaluable tone for relations among the sites — mutually supportive and grounded in local realities. Draft policies for board operation, grant-making, recruitment, project monitoring and other activities were provided to the sites as starting points.

ongoing efforts

Each of the three sites operated with a high degree of autonomy. Each designed its own policies for grant-making and monitoring, set a schedule for grant-making, and developed a

process that allowed the board to screen applications and make final selections. Boards met, agreed on operating procedures, and began community outreach activities for project applications.

Site directors carried a variety of responsibilities, from coordinating recognition events to executing press conferences, from grants management to training for adults and youth interested in YAR, from long-range planning to technical assistance, from publicist to board liaison. Their job definitions expanded as the program evolved.

national impact

YAR made its major national debut at a National Forum (June 1989) in Washington, D.C. The forum offered a full picture of the program through discussions and presentations by the Indiana site directors, youth from each site, and one of the evaluators. The keynoter for the afternoon was C. Gregg Petersmeyer, Deputy Assistant to the President of the United States for National Service.

Attendees included key policymakers from over a dozen youth-related organizations — such as the W. T. Grant Commission on Youth, Citizenship, and the Future; Boys' Clubs of America; the U.S. House of Representatives and Senate Committees engaged in reviewing youth service legislation; the National League of Cities; the National YMCA; Public/Private Ventures; Children's Defense Fund; Council of Chief State School Officers; Maryland Student Service Alliance; Association of Junior Leagues; U.S. Department of Health and Human Services; ACTION; Girl Scouts; United Way of America; Save the Children; The Close-Up Foundation; Youth Service America; and the National Assembly for Health and Social Welfare.

As Willis Bright of the Lilly Endowment welcomes participants at the YAR National Forum, Gregg Petersmeyer, Director of the White House Office of National Service, and Jack Calhoun, NCPC's Executive Director, look on.

Articles in *PTA Today*, *Foundation News*, the *National School Boards Journal*, *Children Today*, *Youth Policy*, and other major publications that reach those active in working with young people have shared both the concept and its success in Indiana with hundreds of thousands who work with and on behalf of youth. Drug Czar William Bennett and President George Bush have been personally briefed about the YAR concept.

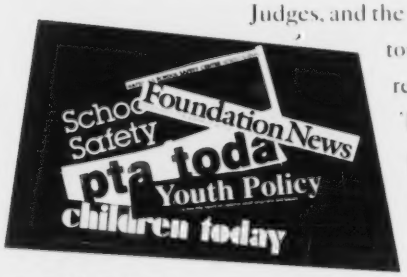
Stimulated directly by the Indiana initiative, the William Penn Foundation recently approved a grant to the Boys' Clubs of Philadelphia to develop

a Youth as Resources program in that city. This is the first independent offspring. NCPC and the Indiana sites provided information and guidance, but the Boys' Clubs will take the program forward.

Testimony by NCPC Executive Director John A. Calhoun to the U.S. House of Representatives Select Committee on Children, Youth and Families on how the YAR approach could help curb violence among and to youth so impressed the Edna McConnell Clark Foundation that it funded a booklet drawn from the testimony — *Violence, Youth, and a Way Out.*

The YAR concept made its formal international debut in a paper presented by NCPC at the North American-European Conference on Urban Safety and Security in Montreal, Canada, in October 1989.

Youth as Resources has been a featured workshop at two National Youth Crime Prevention Conferences, and at conferences of such social service and juvenile justice groups as the Child Welfare League of America, the National Association of Family and Juvenile Court Judges, and the American Parole and Probation Association. Site directors and NCPC staff have made presentations at several regional and statewide conferences on the YAR theme. This report itself will be widely disseminated to key policy-makers and youth-related agencies, continuing the national impact. ▲



The word about YAR as a program and a perspective spread through the youth-serving community — and beyond

Section 3 - Evaluating the Changes

There is no doubt that evaluating the impact of community service on youth is difficult. Various methodologies have been tried and found wanting. There has been some success with evaluation in structured environments such as schools but no significant experience in a setting comparable to Youth as Resources. But both NCPC and Lilly felt that focused evaluation was essential to improving and strengthening the program, and that it could help the field more clearly shape its needs for further evaluation tools and techniques.

evaluation approach

It has been customary in assessing community service to look in depth at its effect on the young person involved. But in YAR,the evaluation focused on the project's impact. Though this included impacts on the young participants, it encompassed effects on beneficiaries and on adults whose agencies hosted projects, as well as a look at impacts on the community as a whole.

The initiative's goals called for changing youths' attitudes, altering host agency and project beneficiary views of young people, and accomplishing meaningful work in which young people took leadership roles. The aim of local evaluations was to depict and to probe for possible YAR impacts, addressing these questions: Do young people feel more engaged with their communities, and do they grow personally? Do adults think (and act) differently about youth? Do organizations increase responsible roles and opportunities for youth? Do beneficiaries and host agencies have more positive views of youth?

Our evaluation had five key premises: A focus on the effects of projects rather than operation of the three sites; a selected sample of projects for evaluation — about 50% of the total projects at each site; recognition that qualitative data and process measures would be as important as (or more important than) quantitative assessments; reliance on independent, academically oriented, and experienced local evaluators who put projects into appropriate local perspective and conducted a number of on-site interviews during each project awards cycle; use of relatively simple instruments for structured interviews with teens, host agencies, and beneficiaries; and a basic pre/post attitude and self-esteem "test" for project participants.

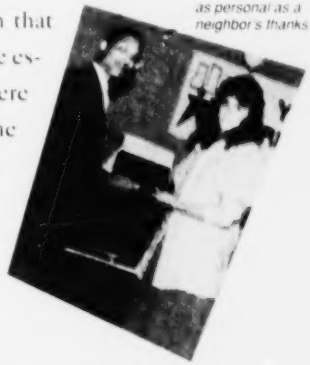
In addition, the budgets for evaluation were kept low —$5,000 total per site, including expenses, over a 30-month period. By maintaining low budgets, NCPC hoped to reflect the kind of evaluation effort a site might afford to undertake on its own.

did YAR meet its goals?

The answer is a resounding yes. It met all to some extent and most to a remarkably high degree.

establish programs

Programs were indeed established in each of three cities with operationally autonomous boards representing a full range of the community. Interviews with a sizeable sample (one-third) of board members documented their conviction that Youth as Resources carried through on its promise. These findings are especially important in view of the fact that nearly a third of the adults were at least somewhat skeptical (although interested and willing to try the concept) when initially approached about service on the YAR Board.



Public recognition could be as formal as this project plaque, as widespread as a newspaper story, or as personal as a neighbor's thanks.

Within the boards themselves, the adult and youth members agreed that board operations became far more a mutually supportive "we" environment than an "us" and "them" gathering. The learning process for both teens and adults interacting in the YAR Board was of extraordinary value, according to members.

"Keeping the customers satisfied" is a fair standard of success in a program. And the YAR programs kept their customers — the grant recipients — well-satisfied. Agencies that hosted projects were amazingly consistent in praise of the YAR staff and board's support, their desire to keep up the relationship with the program, and their thirst for more — more training for both youth and adults and more opportunities for projects. These responses together with a variety of reports to and site visits by NCPC help document the effective program management in each of the cities.

affirm young people's capacities

It almost seems redundant to recite the variety of tasks young people undertook in YAR — mentoring, tutoring, AIDS prevention, sex education, drug prevention, production of videos and plays, construction, repair, historical education, peer counseling, work with victims of family violence. The evaluations for each site attest to the range and quality of the youths' efforts. Perhaps the most telling point is that out of 70 independently evaluated projects involving more than 1,000 youth and well over 6,000 beneficiaries, there was only one complaint from one individual about the quality of youths' work.

Renovating a community park brought out hidden talents and a new sense of competence and self esteem. Fixing up and painting equipment and buildings demanded teamwork, patience, and a sense of humor.

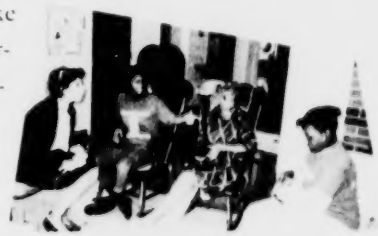
The recipient agencies and individuals vouch for the significance of the work that YAR youth tackled. In a substantial majority of cases, the work was important to the agency's mission and would not have been done without YAR.

The neighborhood park had no lights, so it couldn't be used at night. Young people asked YAR not for money for lights, but for funds to enable them to raise that money, via a play. Youth did everything from building sets to acting.

learn how communities create climate to encourage YAR

The experience of the site directors, of board members, and of a number of other individuals involved in projects has pointed to several important components of creating a favorable climate: getting young people up front to represent the effort to the press, their peers, and the general public; drawing on a board of directors that reaches all major elements of the community, from business to youth to government to the media to charitable institutions, along with more traditional youth-related agencies; establishing solid, responsive, responsible, and ongoing relationships with the press; publicizing the concept — through a joint recognition effort for all YAR projects, for instance — as well as the projects themselves; offering information workshops and pre-application training and briefing sessions to encourage agencies and groups to take part; using the projects themselves — especially where the participating agency changed policy on or perception of youth volunteers — as reference points for the curious or dubious.

Having an effective YAR program itself seems to be the



A radio interviewer captured the warmth of an intergenerational YAR project in a joint interview with youth and a senior citizen.

Newspapers, television, and radio helped spread the YAR message and gave important community recognition for young participants.

greatest contributor to establishing a supportive community climate for further YAR efforts. In establishing the YAR program in each community, NCPC found that individual discussions with those who work with youth and with those deeply concerned about the community's future were the most productive. People who become interested would themselves provide further referrals to others they felt would be sympathetic.

alter policies and procedures of agencies

Again here, success shines forth in the evaluation for each site. A key focus of the interviews of both host and recipient agencies was whether and how the adults in those agencies — and the agencies themselves — had changed their actions and perspectives with respect to youth.

The evidence is incontrovertible. Well over half of the projects evaluated clearly enhanced adults' views of youths' capacities. At least two dozen agencies have directly manifested policy change — continuations of projects with their own funds, new and more responsible organizational roles for youth, new projects with a YAR slant. What is even more exciting is that among the agencies that did not report policy or process change, fully a third indicated they intended to look for opportunities to execute such changes.

Recognition and policy impact came jointly to the fore in the appointment of YAR youth to the Mayor's Youth Advisory Council in Fort Wayne — which brought with it TV interviews.

shift public opinion toward YAR

There are several signs that YAR has altered public opinion. First, it is important to note that a large number of YAR projects benefit the community at large — aviaries and a park area at the Evansville zoo, new or renewed parks in Fort Wayne and Indianapolis, a county fairground picnic area in Fort Wayne, for example. Thousands of people using these facilities will be aware that youth built them.

Second, performance projects reached at least 10,000 people, conveying drug prevention education, drop-out prevention, youth-adult communication, pregnancy prevention, sex education, AIDS

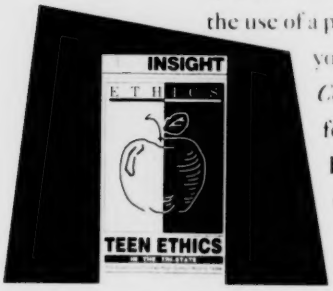
The daycare center could not sustain its license without a playground that met standards. Middle school students came to the rescue with a YAR grant and their own sweat equity.

prevention, and similar messages. Members of the public were exposed — and responded favorably — to young people in resource roles.

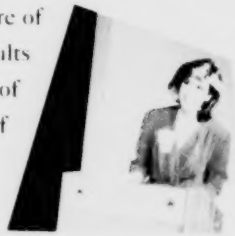
Thousands of young children learned from "Don't Clown Around" not to use drugs — and ways to say no. This project proved so popular that the local Boys' Club is continuing it.

Third, news coverage of the efforts was remarkable. The print and electronic media in all three cities displayed a keen interest in these positive youth activities. Literally scores of articles appeared in citywide and neighborhood papers, in school news, on television and radio shows. Feature stories on projects, the use of a play on teen parenting myths in a national special, and interviews with young project managers were highlighted. One newspaper, the *Evansville Courier*, has even begun hosting teen roundtable discussions, which form the basis for feature reporting. One of the *Courier's* reporters, Roberta Heiman, stated directly that YAR has changed the way in which she looks at youth in Evansville on behalf of her newspaper. An editorial writer for the *Indianapolis News* became a strong supporter of the idea of engaging youth as resources after serving on the board and its screening committee.

The Evansville Courier added teen roundtables to its coverage of youth activities in southwestern Indiana, in large measure because of YAR.



In a fourth area, public policymakers from mayors to council members to state and federal legislators, who help mold public opinion, became aware of YAR's contributions to the community through discussions with both adults and youth involved in the effort. Their support through resolutions, letters of endorsement, and appearances at YAR events helped put a public stamp of approval on the program and the concept.



Local reporters became personally involved. Some served on local boards. Indianapolis's leading news anchor MC'd a recognition celebration.

learn what happens to the attitudes of youth

Substantial majorities of the young people became more aware of the community's needs and their importance to the community and got real pleasure out of helping others. The assessments in each city demonstrate most graphically how youth fared. From several sources — self-reports, reports by adult host agency staff, reports from recipients, and observations by the evaluators — young people gained a stronger sense of community, developed a commitment and stake in the future of the community, and grew in self-esteem and self-confidence.

Youth, by their own observation and that of adults around them, became more caring, more responsible, and more aware of their potential as community members.

techniques of evaluation

Honing their own skills while making toys for others brought a special sense of pride to these elementary school young people in a summer program. And it was fun!

The structured interviews with youth, host agency personnel, and recipients provided the most consistently reliable data. Interviews at each site were supervised or conducted throughout by the same individual; the evaluators at the three sites were in regular communication. The interview questions were drawn from the initiative's goals but were designed to be neutral inquiries.

Board member interviews were conducted through NCPC by a consultant; the sample was selected to be both geographically and demographically representative. The interviews were conducted in the summer of 1989, after almost all board members had had two years of experience with YAR.

One group decided to tackle hunger right near home. They stocked and spent two days a week operating a food pantry for families in need, and conducted fundraisers to replenish the pantry.

The data on youth shifts in attitude and behavior come from self reports, from reports of adult supervisors, from comments of beneficiaries and beneficiary agencies, and from other sources. They are well-triangulated as to the overall impact of YAR on the young people involved. Pre/post surveys (drawing from established instruments) were administered to the youth. These surveys need to be analyzed in aggregate to help establish a clear baseline for future measurement and to identify differences in age and gender (if any) in how youth respond to the YAR experience. Though data collection was possible under this grant, there was no budget for this analysis, though such funding is anticipated.

The Appendix provides the key elements of these interviews.

questions and possible answers

Those attempting to evaluate the outcomes of various youth community service endeavors have been struggling with the problem of what is measured, how to measure it, what benchmarks are to be used, and how to describe the results.

One hope that NCPC and Lilly shared for the YAR initiative was that it would make some contributions to the field and help advance the ability of local communities to gauge the success of youth service efforts. The techniques used in this initiative, the low cost of evaluation, and the findings demonstrate that relatively inexpensive yet useful evaluations are possible.

The structured interviews suggest some excellent clues to project success. These are reflected in Part II on keys to program and project success. They include indications that the greater the intensity and/or duration of a project, the more likely are positive changes in youth and adults; the greater the youth role in actually developing and managing the project, the greater the benefit and the more successful the project; youth did not tend to identify material recognition as among the greatest benefits; and whether the project involved service or "bricks and mortar" had less to do with its success than these other features.

These are strong conclusions, but they are concurred in by the three evaluators and by NCPC's supervisor for the evaluation. The triangulated data (data on the same point from several sources) support them. This is not to say that further work is unnecessary. A number of questions need to be addressed to further advance this discipline.

Analysis of interviews using more current techniques could permit comparison of data across communities and examination of subsets.

The pre/post survey instrument drew on established instruments, which are employed in far more structured surroundings. If local community groups are to be able to support evaluations, it is critical to examine the current instrument, especially with respect to its internal validity, its external referents, and its correlation with other data.

Some have suggested that considerable self-selection may take place in youth service projects that are not mandated, and that such self-selection biases any analysis of changes in the group. YAR projects include a number in which there was no self-selection (e.g., a classroom of students, a group of youth in detention or on probation). Comparing their surveys with those of more freely formed groups of youth undertaking projects could provide invaluable guidance on the self-selection issue.

evaluators' comments

Perhaps the highest compliment paid to YAR's impact is that the three evaluators — Drs. Robert Nevin in Indianapolis, Sandra Singer in Evansville, and David Skelton in Fort Wayne — all performed work far beyond the monetary reward offered, and each felt based on evaluative findings and experiences with the program that the YAR approach is an exciting, innovative, and highly positive force in each of the communities.▲

PART II. KEYS TO SUCCESS

Youth as Resources projects in three Indiana cities have improved the community, enhanced the regard in which young people are held, changed policies in favor of a YAR approach in a number of organizations, and helped the young people develop a sense that they are needed and wanted as effective members of the community.

How can this success be repeated by others? How can the experience of three cities enrich other communities around the nation? Can some key components and elements be identified, either from project evaluations or from analysis of the work at the sites, that will help others interested in promoting the YAR program or perspective? In a word, yes.

The Youth as Resources approach may be brought into a community in any of a number of ways — specific youth-led projects with no funds, with their own group's funds, or with independent funding from a community-based board; a community-wide program involving a separate local board that makes grants, similar to the efforts in Indiana (or variations thereof); or a conceptual framework promoted among those who work with — or could benefit from working with — youth.

We will share with you keys to all these approaches — to project success, to program success, and to bringing the YAR ethos to a community.

Section 1 - Project Keys to Success

Success in a project comes in two forms, each of which is important — completion of the task and positive growth for the youth involved.

getting the job done

Success in completing the task comes from meeting a need recognized as important by the community, developing a realistic plan to meet the need, and executing the plan in a timely and responsible way. The planning, time management, teamwork, and budgeting issues surrounding project success are — not surprisingly — similar to those that mark successful adult-led projects.

This does not mean such success comes easily. Indeed, one request that emerged from evaluation interviews was for access to more training for youth in precisely these kinds of project management skills.

success of youth as resources approach

Success in the critical, unique dimension of Youth as Resources comes in large measure from the way in which projects are executed, not so much from the type of project or the type of youth involved. The success of the YAR dimension to projects can be gauged by any or all of a combination of factors — whether the youth feel more of a stake in their community, whether they have increased their self-esteem and self-confidence, whether they have gained experience in responsible roles, and whether they perceive themselves to have improved the community.

Young people in an alternative school found that planning a fitness trail for the disabled, carrying out the plan, and overcoming obstacles gave them a sense of teamwork, self-esteem, and commitment.

Project evaluations identified several features that seem to influence project success in the YAR context: interaction with beneficiaries, degree of youth involvement in planning and managing the project, intensity and duration of youths' involvement in the project, degree to which young people can discern some result from their efforts, absence or presence of adult support and commitment, and a variety of roles and opportunities for the young volunteers.

What do these factors mean for project success?

Interaction with beneficiaries: Projects where young people had substantial interaction with — or sense of identification with — beneficiaries, especially individuals whom they were assisting, tended to produce a stronger sense of investment and worthwhileness on the part of the young volunteers. This interaction could be effective even where it was not direct and immediate. Young 4-H members who built a picnic area for their county's new fairgrounds readily realized that they, their parents, friends, and siblings would all benefit from the facility. High school students working with senior citizens in a nursing home identified the interaction itself as a major benefit.

Degree of youth involvement in planning and management: The more autonomy young people have in identifying the need, selecting the project, planning its execution, and managing its implementation, the more likely it is that they can reap substantial benefit from it in terms of self-esteem, responsibility, and sense of accomplishment. Moreover, evaluators observed that enthusiasm and commitment of the young people was higher when they had such direct responsibility for the project. Obviously, the potential for autonomy varies with the precise circumstances of the project.

Duration and intensity of youth involvement: The importance of these factors in project success tended to show up in the negative. That is, the shorter the duration or the less intense the involvement, the less likely the

The younger students did the reading aloud, the older ones listened. 'Reading Buddies' proved a simple idea could yield rich results, including increased demand for books, requests for 'harder books with longer words,' and parents who bragged about their child's new prowess.

young person was to have benefited. It is entirely possible to see benefit from a relatively short duration project that engages youth intensively. Young people involved in a six-day project to build low-income housing acquired skills and a sense of helping to address a serious community problem. Youth who spent two days refurbishing a community park not only saw notable changes in adults' attitudes toward them but took great pride in the park.

Adult commitment clearly affects project outcome. There were amazingly few YAR projects that did not get under way—fewer than a dozen projects among all three sites by any criterion. And in every instance where a cause could be identified, a lack of adult commitment or support was at the root of the issue. One teacher sponsored a project, then moved away before it could be implemented. Another adult simply failed to show up. Adult commitment is not merely a means of facilitating some things youth cannot do (such as sign contracts or provide transportation). It is a major message to the young people involved in the project that the community truly values the task they have decided to undertake.

Some sort of result — measurable or at least discernible — is important. Projects tend to be more successful where the group had a reasonable objective in mind (e.g., restoring a playground for a daycare center) and can identify a clear change they have wrought (e.g., rehabilitated the community park or helped 20 children get better grades). This does not mean the goal or result must be concrete — but the more identifiable it is, the better. The ability to see desirable and discernible change arising out of one's own action is one of the most fundamental ideas of YAR.

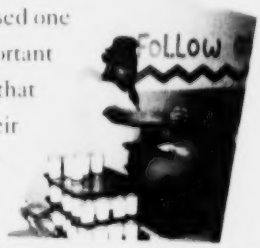
Having a variety of volunteer roles available to youth makes it easier to attract and retain young people in various stages of personal development and with varying talents and amounts of time available. This can be as simple as parceling the work to ensure that the potential participants do not feel frozen out by lack of time or talent or overburdened by a volunteer task. It can be providing varied work assignments to all participants get a taste of the whole effort. One performing group, teen mothers putting on a play about the realities of teen parenting, ensured that all members would have opportunities to act on stage, to handle props and scenery, and to greet and seat the audience.

The need for recognition is not alien to adults, who give each other banquets, testimonials, awards, and trophies with some frequency.

Recognition is more than just telling the project's story to reporters. It included telling the story yourself, as the ATOM group did at this display for a recognition event.

Recognition can be tangible — the seemingly omnipresent T-shirt (which is also great public relations) or less tangible — the news story on television or the hearty round of applause from peers and adults at a fete. The more clearly projects provided for recognition, the more the young people seemed to benefit. However, recognition must be a concomitant, not a major outcome, of the project. One program specifically limited recognition costs as a share of total project budget. Others carefully scrutinized that ratio on a case-by-case basis. And it should be remembered that youth seldom named tangible recognitions as the most rewarding feature of their project experience.

Tasks that meet both community needs and youths' needs seemed to yield more success in terms of favorable impact on youth than did those that only stressed one or the other. The young people need to be able to see that their work is important in a community context — but they seem to benefit even more clearly when that work also helps them to exercise their burgeoning skills and to tap into their cognitive and affective developmental needs. Youth who took on the production of public service announcements for television learned some relatively high-technology skills. They also learned the importance of the message they sought to convey and how highly the adults in the community valued it.



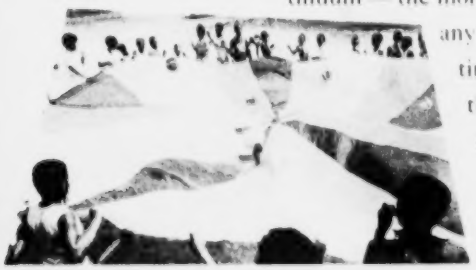
Through tutoring, helping with meal service and chores, and "just playing with the children," a group of YAR youth who assisted at a shelter for the homeless enriched not only the residents but themselves. Their principal even remarked how much their grades and attitudes have improved.

not a magic formula — just a lot of magic

There is no rigid blueprint for successful projects. Common sense and knowledge of the community are critical elements, which is one reason the concept of a local base — through a board or some other community-grounded mechanism — is integral to the Youth as Resources idea.

Each of the elements for a successful project has been discussed in terms of a continuum — the more (or less) of something, the better. There will be few — if any — projects that land on the more desirable end of each continuum. Thoughtful discretion in selecting those projects that seek to maximize positive characteristics as much as they reasonably can remains the best screening and selection device available. ▲

A vacant lot, a long summer and a lot of children — a group of YAR teens transformed this into a daily recreation program giving youngsters in the neighborhood positive options for summer vacation.



Section 2 - Program Keys to Success

A YAR program has a structure that exists primarily to provide funds for projects, an organization that solicits and supports such projects, providing technical assistance, training, and other services such as help with the media.

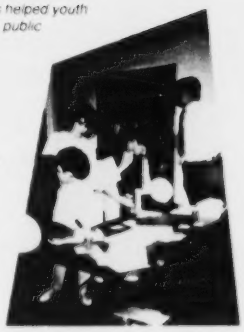
Five elements are part of an irreducible minimum for Youth as Resources programs: youth, with a role in governance; caring adults; an organization that will serve as leader/anchor; tasks important to the community; and promoters.

Youth— both as project proposers and as governors of the program, are an obvious need. YAR is not the province of the active or "acceptable" kids in a community. Those successfully proposing and executing YAR projects included probationers, Girl Scouts, special education classes, unwed mothers, Boys' Club members, honor students, and a variety of mixed groups. And youths' role cannot be confined to proposing and executing projects. Each of the three sites either commenced with youth on the Board of Directors (as full members) or moved to that status.

Caring adults who can work with young people are another key. Adults may have to play a wide variety of roles in a project setting — mentors, cheerleaders, leaders, sources of experience, experts, observers, monitors. This makes a strong commitment to young people necessary. A program whose board and projects sponsors include people without a real vesting in youth can be a formula for disaster. Indeed, the relatively few project failures seemed to stem from adults who did not fulfill their commitments.

In a board setting as well as a project situation, the adults must have — or have the capacity to acquire — trust in young people's abilities and concern for their positive development as productive adults. It was clear from board interviews that even those adults who were initially wary of YAR had a deep and abiding concern for the welfare of young people in their community.

A focal point — an organization that will serve as leader and anchor — is needed. In Indiana's case the local board sustained and promoted the concept, developed opportunities for widespread interest in YAR, and provided the community links, informal technical assistance, and mutual support that nurtures and enriches projects.



Attending training sessions and workshops helped youth and adults with such skills as grant writing, public relations, and project design.

Project tasks important to the community — to adults and youth both — are quintessential. The program must have generally through its board and staff the ability to assess proposed projects against this standard. "Make-work" efforts — especially those that do not address serious concerns — are quickly seen by youth as shams. Tasks intrinsically irrelevant in the eyes of youth, no matter how important to the adults and no matter whether part of solving a major problem, will not energize young souls. Young people in YAR have shown themselves capable of tackling teen pregnancy, drug abuse prevention, homelessness, AIDS prevention, and other major social concerns — practically, effectively, and sensitively.

The very youngest children were helped through a group of high school students who made mobiles, a doll house, and other toys for the pediatrics ward of a local hospital.

Promoters — people with credibility and stature who will promote and testify to the community the value of YAR — are a vital part of any program. They may be youth or adults, board members or project participants, but they are vital in spreading the concept, persuading the dubious, and building public awareness of the results. Connections with the news media — or willingness to work at them — helps enormously as the local programs found out.

in this model

There are some features that are probably intrinsic to any program but which conceivably would not be vital under some construct. But our experience with the models in Indiana suggests strongly ten features that are unquestionably critical to this particular model. They or their analogues are probably key to any program: grant funds; a board that offers community network connections; host agencies for projects; a modest "home"; a small staff; good media relations; a mix of young people involved in projects; recognition of achievements; a process for acquiring, choosing, and tracking projects; and training and technical assistance.

Grant funds in Indiana initially came from one source — the Lilly Endowment. But each of the three sites has expanded to tap local resources including local foundations and businesses and the United Way. These are not the only options. But there must be a source of funds that the board may

Once a project is approved for funding, the youth and adults who proposed it sign a formal contract to receive project funds.

grant without undue outside control for projects it feels are best. Projects do not always require enormous grants. Some projects needed only a few hundred dollars. None needed more than $5,000. Most requests were in the $1,000 - $2,000 range.

The board is a critical element, as the stories of each site in Part III clearly reveal. Board membership should encompass both youth-serving agencies and those that might host projects. Youth of course must be among the members. The school system, the local media, the business community, and other youth groups' adult leaders all provided key contacts and helpful perspectives. It is important to be sure prospective board members understand that this is a *working* group that requires substantially more time than many civic boards which simply serve oversight functions. It is equally important that they understand the potential rewards of their service — the growth of the young people involved, the important changes in the community because of the projects executed, the new perspective they can bring to their other youth-related efforts.

Host agencies can range from Girl Scouts to juvenile courts, from schools to boys' clubs, from independent youth groups to community centers. The host agency must be willing to help the young applicants manage the grant and execute the project and must provide a caring adult who will work with the project group. Host agencies whose adult volunteers showed little or no commitment evinced the only significant failure rate among project types. Host agencies frequently provide ongoing support out of their own funds to successful projects, on the other hand. Without the host agency, there is no reliable mechanism to manage the grant and reach the beneficiaries. Some beneficiary groups indeed probably would not have allowed the project — at least on first encounter — without the host agency's support.

Taking health education for teens where the teens are — in the malls, and in a way that gets heard — via raps, was one way youth reached youth

A modest "home" and a small staff may seem obvious needs, but they are nonetheless important. The program does need an office, furniture, a telephone, word processing equipment, and similar facilities to carry out its tasks. The staff is critical — a director at least half-time and possibly three-quarter or full-time depending on the locale and the scope of the effort is a must. A part-time secretary or administrative assistant turned out to be a requirement in each of the three cities, in part because a great deal of the director's time must be spent away from the office. The office space and furnishings and at least the secretarial staff might be obtained as in-kind contributions by one or more businesses. But it is likely that the telephone service and the salary of a director will have to be paid in cash.

Good media relations turned out to be a key element in the success of all three programs. News stories about program start-up helped excite community interest; coverage of successful youth projects encouraged even more applications; TV cameras and news photographers at city-wide recognition events were part of the recognition itself. Media coverage also helped change adults' perceptions of the young people involved.

A mix of project participants is needed, or the program and the project participants run the very real risk of being labeled as belonging to one group or another. A clear message must be sent to the youth and the adults involved that every young person can and should benefit from being viewed not as a problem — or potential problem — but as a resource.

The Youth Advisory Council in Evansville gathered young people from all around the city for a drug-free dance with a '50s-'60s-'70s theme to celebrate and kick off the YAR program.

Community-wide recognition events, beyond the recognition that each project provides to its participants, help to proselytize, to reward the young people and celebrate their contributions, to build networks and idea-sharing among the groups, and to garner superb publicity. They're also fun for the board and the adult volunteers from the host agencies.

A grant handling process — to gather applications, screen them, make final selections, and oversee the projects' execution — is a vital component of the program. The award process must be seen as open, fair, and consistent, or the entire program loses credibility. The board needs — and wants — to know the outcome of the projects it approves and to use that knowledge to improve its own selection in succeeding rounds. This process does not have to be cumbersome. It does have to be thoughtful and well-managed.

Training and technical assistance are ongoing needs. Board members in our survey mentioned that they would urge training for any newly formed board, both in youth-adult communications and relations and in project review and selection. Site directors received training from NCPC and, equally important, trained each other through mutual technical assistance throughout the life of the Lilly project.

Training for potential and selected project groups was in hindsight a clear and strong need. Each site found itself providing grant application workshops, Youth as Resources briefings, help to projects in everything from supplies to publicity, and more. Indeed, one of the initially underestimated demands on site directors' time was that for training and technical assistance. Technical assistance ranged from instruction in how to prepare grant proposals to what to do when suppliers failed to meet deadlines to how to generate project-specific publicity. ▲

PART III. THREE PERSPECTIVES

Section 1 - Indianapolis

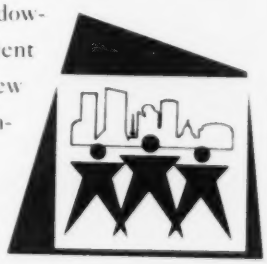
Indianapolis is a large midwestern city — among the largest in the nation — situated in the midst of Indiana's corn fields and farms. A sophisticated metropolitan area of over 750,000 people, Indianapolis has grown rapidly from a community with a small-town reputation to a major urban center — a key presence in the region. Downtown Indianapolis has experienced tremendous growth, notably in the development of Olympic-class sports facilities. Manufacturing giants include Lilly Pharmaceuticals and Allison/General Motors. State government and fast-growing service industries employ thousands.

Like other modern cities, Indianapolis has experienced middle and upper class flight to the suburbs, some gentrification, and an increase in inner-city problems related to housing, drug use, and criminal activity. It ranks high in infant mortality, particularly among African Americans. The city is divided into nine townships, each with its own independent school system and public facilities. The core of the city, Center Township, contains the highest percentages of low-income and minority residents.

Start-up

During the summer of 1987, Dale Neuburger was tapped to head a unique Advisory Board. Director of the Indianapolis Sports Center, Indiana University Natatorium, and Track and Field Stadium, Dale had taught children with behavior problems and was committed to offering sports and community service activities to youth with low incomes and poor records of achievement.

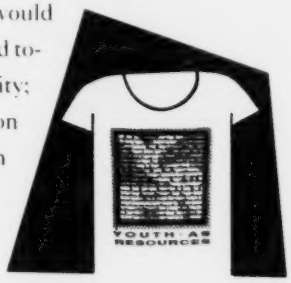
Neuburger assisted in hiring as the program's Director Paula Allen, a professional working in the juvenile justice field and a Lilly Endowment Fellow, trained in planning programs to meet adolescent needs. Youth as Resources began operation as part of a new umbrella organization, Youth Development Initiatives, also sponsored by Lilly Endowment.



The new director and board president sat down with Youth Development Initiatives Director Janice Hicks to

agree on a list of local adults and teens who would be assets to the Youth as Resources Advisory Board. Adult candidates were approached by the director and president and asked to serve for the full two-and-one-half year Youth as Resources demonstration period. The initial contingent of youth were recruited from youth development and leadership programs. A board of 20 individuals included representatives from city government, education, business, human services, juvenile justice, and media. Key players included a Deputy Mayor, the Juvenile Court Judge, and representatives from school, community center, and minority interests.

The board held its first meeting in November 1987. Everyone felt the excitement albeit with some initial awkwardness about the adult/teen collaboration. Members agreed to meet quarterly, and officers were named. In setting priorities and policies for operation of the program, board members agreed that funds would be made available with as few restrictions as possible, to encourage youth participation from the widest variety of community-based organizations, as well as all levels of schools. Some of their decisions: No age restrictions for project participants. Youth as Resources promotion would focus on 10-18 year olds; youth volunteers and/or service activities limited to Marion County boundaries. Promotion would focus on the inner city; maximum project grants of $5,000. No minimum grants; project selection based on importance of proposed service and amount of youth direction. Other factors, such as size, location, and project visibility, would be secondary.



T-shirts became a major form of recognition and celebration. Along with the program T-shirt, above, numerous projects celebrated with shirts of their own design.

As the board geared up for the first round of project proposals, a Screening Committee was formed to interview and screen applicant youth groups. In keeping with the collaborative spirit, teens and adults agreed to share screening responsibilities.

Program Operation

recruitment

From the beginning, the Indianapolis program actively pursued youth out of the mainstream of achievement. This was reflected in its initial recruitment practices. A mailing list was assembled that reflected not only schools and traditional youth groups, but small and large community centers, probation offices, dropout programs, and teen parent programs.

Meetings were held throughout the city to educate youth-serving adults about the possibilities of community service through Youth as Resources. Meetings held during day hours attracted the most adults, but evening meetings were held as well to explain the program and its workings to teenagers. Staff attended and spoke at all the networking meetings for youth-serving agencies and reached the juvenile justice and mental health systems through meetings and one-on-one contacts with administrators and line staff. Reception from the youth-serving community was positive and excited.

Making contacts in the school systems was a different story. Nine separate school corporations each had its own method for receiving and distributing information, making smooth promotion of the program difficult. Concentrating on the central township—Indianapolis Public Schools—the director spoke at meetings of junior high and high school principals and initially mailed information to both principals and directors of guidance.

Advisory Board members were an invaluable resource during this initial phase. For example, board member and Juvenile Court Judge Jim Payne encouraged all supervisory probation staff to help youth develop and apply for project funds, resulting in four project applications during the first cycle, of which two were funded. Teen members of the board spread the word among their own schools and organizations and pulled in a half-dozen or more applications.

Church youth groups were also targeted during the initial recruitment phase. Recruitment was interdenominational but centered on inner-city and minority churches.

technical assistance

As the first applications began to arrive, it was clear that many of the groups had little or no experience with grant-seeking or proposal writing. While the five-page application form was intended to be simple enough to be completed by teens, it proved to be challenging to several groups, especially those whose adult leaders (often volunteers) had few technical skills. Technical assistance was provided by the director to all groups requesting help with proposal writing and budget preparation.

During that first funding cycle, 34 applications were received and 22 projects were funded. Projects ranged from crime prevention for the elderly to assisting inner-city children prepare for summer camp. Applications came from a wide variety of youth environments—schools, community centers, Big Sisters, Boys Clubs, a juvenile detention facility, and more.

screening and selection

The decision to interview all applicant groups was unique to the Indianapolis program. As it became evident that several of the applicant organizations were very unsophisticated and that teenagers often write extremely brief proposals, the director and board members realized that in-person interviews might just be the best way to get an equitable and accurate picture of proposed activities. Fifteen-minute interviews were held after school at an inner-city junior high. Youth from each project were interviewed by a Screening Committee of two teens and two adults from the Youth as Resources Board who asked questions about project activities and management. During the interview, the Screening Committee tried to assess who "owned" the project — the youth or the adults. All questions were directed to the youth; adults were consulted only to clarify program or budget responses by the teens.

Appearing in person, these sixth graders convinced the board of the validity of their proposal to "Save the Ducks."

The interviews clarified project requests and produced a wealth of information and detail absent from the written applications. For example, a project that would provide a wildlife refuge at an elementary school was very sketchily described on paper. Sixth grade students attending the interview, however, brought photos and enthusiastically described every detail of their plan—right down to how they were going to install a water pump—and sold a skeptical Screening Committee on the project!

The interviews also proved to be an excellent way to determine whether youth direction was present in individual projects. In some cases, youth could not answer questions and deferred to adults frequently. In others, youth took over the interview, responding to all questions without adult help. In several instances, youth had prepared themselves by "practicing" the interview beforehand.

During the initial round of project applications, a form was used by Screening Committee members to evaluate each project. The form, which addressed such issues as youth direction, monitoring, and project visibility, proved to be too long and complicated. It failed to adequately measure such important factors as team spirit and enthusiasm. After the first round, this screening instrument was dropped.

After completing the interviews, Screening Committee members drew up a list of funding recommendations based on both written applications and project interviews. This list was presented to the full board at its next meeting and voted on by advisory board members.

Board members who were connected to applicant organizations through professional or volunteer activities were required to abstain from voting on any project where there was appearance of conflict.

implementation and monitoring

Winning projects were notified immediately of their status and were invited to a kickoff ceremony to receive their checks. Every project that failed to receive funds was invited to discuss with the director the reasons why the project was not approved. It was of special concern to board members that the young people learn from their application experience so that they would be better equipped to apply successfully in the future. This concern grew out of the Screening Committee's experiences: after meeting the youth and putting names and faces together, it was extremely difficult to turn them down.

The first Kickoff was held downtown at the Indianapolis Hyatt Hotel. To make the day an even more special one for the youth, the event was set up in the open atrium, in full view of hotel guests and passersby. Disc jockeys from a local Top 40 radio station hosted the event and presented the checks. As members of each youth group took the microphone to describe their project, the DJs were on hand to applaud and ask questions of the more reticent. As refreshments were served, youth listened to music, networked with other groups, and gave interviews to TV and newspaper reporters.

Adult project leaders later commented on how important the Kickoff had been to their young volunteers. It is one thing to commit to goals within a small group of peers, but quite another to commit to goals in front of 200 people. Youth realized that the community, personified at the Hyatt, took them seriously and had high expectations for their achievement. This was to have a significant long-term effect on their commitment to success.

Funded projects in that first round (as in succeeding rounds) were extremely diverse in activities, settings, and timetables. There were projects to serve the elderly—such as Concord Cleaner Uppers, where children provided yard services and planted flowers for low-income seniors in the neighborhood of their community center. Other projects included teens reading to young children, a drug prevention clown troupe, a teen outreach ministry to incarcerated peers, a teen-operated food pantry, construction and development of a clothing bank, and the production of a one-act play on teen parenting, performed by teen parents.

Projects took place in schools, community centers, Boys' Clubs, homeless shelters, detention facilities, nursing homes, mental hospitals, shopping malls, parking lots, and a variety of neighborhood settings. There were short-term projects, summer projects, school-year projects, and year-round projects. Youth volunteered when and where they were needed and when they had time.

To provide cheer and friendship for older residents of the area, teenage girls created the Blues Busters — and enjoyed themselves as well as giving joy to others

The Indianapolis program sponsored three funding cycles during the two-and-one-half year demonstration grant. Fifty-nine youth projects were funded out of a total of 107 applications received. Each funding cycle was accompanied by information meetings and a kickoff event. Two city-wide recognition events have been held, one in 1988 and one in 1989, with more than 1,200 young volunteers receiving recognition and awards.

Because of the number and diversity of youth activities, the Indianapolis site officially monitored the projects only at project completion or at six-month intervals. At these times, projects were asked to provide such information as numbers of volunteers and volunteer hours, age and gender of volunteers, what services were provided and to whom, and how funds had been spent. Many of these project reports were compiled and written by the teens themselves. Groups were reminded to return unspent funds to Youth as Resources for distribution in a later funding cycle.

Informal monitoring was more frequent—usually by telephone. Site visits were made by the director and by YAR advisory board members who had been "matched" with projects. In addition, an independent evaluation was conducted of half of the projects through NCPC.

The telephone calls and visits revealed that the great majority of projects completed their goals and spent their funds reasonably close to schedule; several of the projects decided to repeat or continue their projects indefinitely, with or without Youth as Resources funding.

For example, the teens of "Reading Buddy Club" discovered that the children who were reading to them did not want to stop. What began as a summer program in 1988 is still going in 1990, without YAR funding. Likewise, teens who became "Senior Friends" at a nursing home in early 1989 are still visiting twice a month, providing companionship and games. The teens' host agency is so impressed with the project that they are finding the financial resources to continue its support!

networking and training

During the first year, the Indianapolis site director noticed several characteristics common to the most successful projects. Of critical importance was the adult project leader, whose attitude and degree of involvement could make or break a project.

The adults working with the teen groups were as diverse as the projects. They included professional youth workers, teachers, probation officers, youth ministers, parents, and a variety of other volunteers. Some had received professional training; most were limited in their knowledge of adolescent development and needs. A series of workshops during the first program year brought adult project leaders together to increase their understanding of adolescent development and group dynamics. Participants learned how community service projects can fulfill an adolescent's need for meaningful participation in society; assist in their quest for competence, achievement, and identity; and quench their thirst for recognition by peers and adults. The workshops explored cultural differences among groups and the particular dynamics present in groups of youth.

Most valuable to the adult leaders was the networking that occurred during the training. The inexperienced learned from the experienced; and for everyone, the concept of youth as resources was mutually and enthusiastically reinforced.

recognition

Some form of recognition was generally a standard request in projects' budgets. Youth groups were encouraged to identify their own special way of acknowledging a good job. For many, T-shirts were the favorite choice, usually designed by the young volunteers. Groups also choose dinners, parties, and awards as their form of self-recognition.

The CYO Dance Troupe in Indianapolis used dance to communicate messages about self-respect and self esteem

Recognition has also been provided at two city-wide events in Indianapolis. The events, designed to honor volunteers in all the projects, were provided by the Youth as Resources program at no expense to the individual projects.

A distinct characteristic of the Indianapolis events has been the exhibits of youth projects. Youth are asked to put together displays that describe or represent their projects and to present them during time allotted at the event. Project displays have included everything from books used in a literacy project to vegetables grown in a garden project. The

youth staff the exhibits while invited members of the public tour and ask questions about project activities. During this time, youth are also able to view each other's project displays and do some important networking of their own.

In addition to the exhibits, awards are presented, and "performance" projects provide entertainment. Teen members of the Youth as Resources Advisory Board take charge of the awards ceremony, introducing speakers and performances, providing program information, and presenting project awards.

Plaques are given to all host agencies for their encouragement of positive youth-directed activities. A certificate is given to every youth volunteer, along with a Youth as Resources T-shirt. A Volunteer of the Year award was presented during 1989.

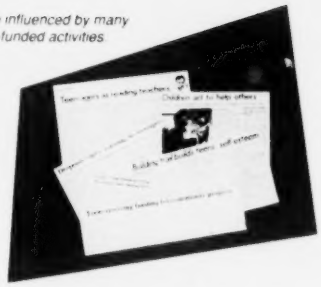
Awards are also given to YAR teen board members, who have generally spent several weeks planning the program, arranging for speakers, finalizing the many details of a complex event. Their involvement speaks more clearly than any oratory about the potential for success inherent in all youth-directed endeavors; their highly visible presence provides young participants with bright, enthusiastic role models.

Another way that recognition is provided in Indianapolis is through media coverage of youth and their project activities. Several of the projects have done an excellent job, on their own, of contacting newspapers and TV stations about their volunteer services. Others have not taken any initiative to generate publicity but have cooperated with Youth as Resources efforts to bring media attention to their project.

The Indianapolis News, one of two dailies in the city, regularly features Youth as Resources projects; its coverage is initiated by project information distributed by Youth as Resources at the kickoff event for new projects. Several projects — and individual teen volunteers — have been featured on TV evening news programs; one project — the play on teen parenting by teen mothers — was featured on a network special on infant mortality.

challenges and course corrections

About six months into the first program year, teens serving on the Indianapolis Advisory Board suggested that teen representation be increased. Reasons given included discomfort at having so few teens represent so many and a need to improve the board's understanding of teen issues and concerns. In September 1988, the board decided to increase teen representation to a minimum of one-third (currently eight) of all members.



Community attitudes were influenced by many favorable reports on YAR-funded activities.

Other changes during the first year focused on the recruitment of youth groups to the grant process and the screening of project applications. More meetings for teens were held at the beginning of each funding cycle, and the meetings were designed to appeal directly to teens. Teen board members began to participate in these meetings, encouraging youth participation.

More consideration was given to school timetables, and the funding cycles were designed to coincide with semester planning.

The director began to identify community-based organizations that had not responded to initial Youth as Resources material and approached several to talk directly with youth. In some of these organizations, youth were interested but had no adult available to help them develop project ideas. The director worked with the youth to identify adult volunteers.

During the second year, the director decided to encourage applicant groups to bring more youth to the important project screening interviews. Screening committee members had noticed that when several group members were present, the youth were more relaxed and the interview went more smoothly. It was also easier to determine the amount of youth involvement in a project when several participants were present.

Also during the second year, the Screening Committee became more critical of project budgets presented by applicant groups and was more willing to suggest budget changes to make the projects more fundable. The full board, too, became more discriminating, looking more carefully at the importance of services and the cost effectiveness of each project. The funding process became a little more competitive.

future plans

Indianapolis is a big city, and Youth as Resources has become one link in its rather long chain of youth development programs and services. The players see Youth as Resources as larger than the actual program and hope to see the concept of community service and education become a part of community life, with adults from all walks encouraging and participating in experiential education for young people.

The YAR program has already had a positive impact on churches, foundations, businesses, and others with the potential role of financial supporters. Youth as Resources seeks to involve these organizations not only as givers, but

also as sponsors and hosts to youth who wish to participate in helping activities. Lilly Endowment has set an important example for other givers in the community — that youth projects are effective, economical, and worthy of community sponsorship.

The YAR program has identified training as critically important to institutionalizing the concept of youth-directed service in Indianapolis. Based on the responses of agencies that have already hosted youth-directed projects, training will continue to be offered in adolescent development needs, group dynamics, youth governance, motivation, fund raising, proposal writing, public speaking, and media relations. A goal is to see more youth-serving agencies include teens in their planning and decision-making process.Youth as Resources of Indianapolis will continue to reach out to all youth, including youth at risk, through Indianapolis agencies and individuals who work with this youth population, such as programs for pregnant teens and group homes. The program hopes to eventually be able to provide special grant cycles aimed at combining community service with topical education, such as drug abuse prevention.

Already a "spokesorganization" for youth who care and youth who are involved in the Indianapolis area, Youth as Resources will continue to develop youth as leaders. This is done indirectly — through the experiences and self-confidence gained by youth volunteering in the projects; and directly—through the membership of teens on the YAR Board.

Through Youth as Resources, Indianapolis youth and adults will continue to plan, work, and celebrate together the victories of their community service efforts.

evaluating Indianapolis's projects

Of the 59 projects funded by the Indianapolis Youth as Resources Board, Dr. Robert Nevin, the local evaluator, assessed 30. Dr. Nevin, a psychologist, teaches at Indiana University-Purdue University at Indianapolis and conducts a private counseling practice. His background in social work, in dealing with a variety of youth and in understanding adolescent psychology, enriched these assessments.

Projects selected for evaluation represented a cross-section of those awarded grants. Young people in the evaluated projects tutored, produced video ads against crime, provided clean-up/fix-up services, helped senior citizens celebrate birthdays, worked on behalf of the homeless, taught teens and pre-teens about realities of teen parenting, built a nature and fitness trail for the physically challenged, and used dance talents to deliver prevention and self-esteem messages, among many activities.

The key questions about YAR projects — and the summary answers — were three:

Do youths' attitudes toward and outlooks on the community change for the better?

Yes. Evidence from self-reports by youth, from observations by adults in the host agencies, and comments by the service recipients indicate that overwhelmingly in every project, youth participants felt a greater sense of responsibility to and care for others in the community.

Do agencies that work with youth develop a perspective more favorable to the Youth as Resources idea? Are these attitudes manifest in policy and other changes?

Again, without question. Seventeen of the projects were to be continued beyond YAR support by the agencies in question. Almost a dozen policy changes favoring youth as resources have been identified.

Does the community's attitude toward youth change as a result of YAR?

Service recipients are the most immediate members of the community to reflect the impact of youth as resources. Several recipient organizations were undeniably neutral or skeptical at the outset. Once through their experience with the young people in YAR, they had become supporters. Others in the youths' environment — parents, teachers, etc. — remarked on the positive changes in the youth.

participants

Participants clearly saw their help to others individually and as a community as the most rewarding part of their experience. The next-most-often mentioned reward was the opportunity to work with peers, either old friends or new ones. A number of youth also indicated that they enjoyed and learned to value teamwork. Several youths emphatically commented on how much they enjoyed working with the special target group — e.g., the elderly, younger children.

The youths' non-participant friends generally took a neutral to favorable attitude. In a few instances, friends were skeptical or negative. The range of reports extended from the more frequent "my friends really wanted to join up" to "some of my friends thought I was weird for going there." Adult attitudes, on the other hand, were generally seen as ranging from supportive (in the host agency) to interested (or at least not predisposed to disbelief.) Some adults outside the host agency initially seemed less than supportive, in five of the 30

projects assessed. In every case, the young people indicated that after the project, adults had either become supportive of their effort or had become more supportive.

Commenting on changes in themselves, a majority of the young people interviewed indicated that they had learned something — a specific or generalizable skill (from painting walls to improved letter writing), an understanding of project management, a new perspective from working with the elderly, the value of teamwork, a sense of competence, and even a shift in outlook ("I found more cheerfulness in life."). A sense of achievement or accomplishment arising from their effort was also highly valued by the young people ("the visible improvement in the school," "the progress by the kids," "the lobby and the corridors looked more homey," and — accurate if inelegant — "this place ain't so dirty no more."). Several young people remarked on their enhanced self-confidence, self-esteem, and self-improvement: "It not only made the community better, it made me better!" reported one young woman.

host agencies

Host agencies for the evaluated projects were almost evenly divided among schools, churches, community-based groups, and youth groups.

In a substantial number of the host agencies, youth had been service recipients or had no role. Youth became, at minimum, service providers and in more than four-fifths of the cases were expressly involved in project design and management.

Attitudes of adults in the host agencies toward youth were clearly enhanced. Twenty-seven of 30 projects made observations about changes in youth. Every comment was positive. The foremost single mention was an increased sense of responsibility and of caring by the young people. Mentioned nearly as often was observed improvements in a variety of personal and professional skills, from communications to leadership to decision-making. Increased capacity to cope with conflicts, recognition of their power as positive role models, willingness to help others, and pride in accomplishment were among the other changes noted. The direct impact of these changes on adults is apparent at JTV Hill Center: "The participants (in Home Safety Fire Fighters) are more responsible and willing to help others. As a result of this, the adults in this organization would like to plan more programs with them," the evaluator reported.

Whether agency policies and practices could be changed by YAR was a

key question. Perhaps the strongest endorsement of YAR is that 17 projects fully expected to continue in some form. Three different organizations — Hawthorne Social Services Association, Christamore House, and the Hispanic-American Committee — plan to (or have already) put a teen on the board or a major action committee. Two agencies have added staff or budget to support the YAR concept. For the first time girls were included in a Boys' Club project and, the evaluator reports, "have found a place for themselves" there for the first time thanks to YAR. A nursing home saw young people in a new light — and has begun to think of new roles for them in working with the elderly. An administrator at one host school addressed a statewide group of his peers to recommend the YAR concept.

Seven specific instances of strengthened or new relationships between the host agency and other organizations were cited — for example, a youth outreach program with a high school; a nursing home and the Big Sisters program; a junior high school with the Episcopal Metro Council, the Ways and Means Committee, and the Junior League's Project Lead.

Another aspect of YAR that was assessed is whether the young people did substantive work that actually generated betterment in the community. Host agencies reported that youth had helped to expand services, to enhance current services, and to improve outreach. One project leader observed that there was an actual reduction in crime in an area where youth were providing services to seniors, many of whom had previously been distrustful of young people. In another project, deaf young people raised the awareness of hearing students about the culture and environment of the deaf. Physical changes in the community include better conditions in lobbies and hallways of a major mental hospital, a fitness and nature trail for the disabled, several spruced-up neighborhoods, and improved appearance of a shelter for the homeless.

service recipients

Service recipients' interview comments continued the theme of needed tasks that likely would have gone undone without youths' help. Wherever recipients could be identified and interviewed (24 out of 30 assessments), they were pleased with the help provided and, whether initially skeptical or not, were impressed with the efforts and abilities of the youth at project's end.

Some less concrete benefits to recipients included increased safety for younger residents of the neighborhood, yard work performed that the residents could neither have done themselves nor paid for, help in improving reading skills, an improved child care ratio, increased group time and a therapeutic intervention (for young inpatients in psychiatric care), a "vital link between children in the (homeless) shelter and the outside," a revitalized neighborhood lot, and improved intergenerational communication. ▲

Section 2 - Fort Wayne

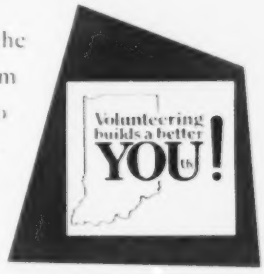
Fort Wayne, with a population of 173,000, is the second largest city in Indiana. It is known as a city of churches, colleges, and volunteers. It is the typical all-American city — not too big, not too small.

Although the city exists within an agricultural area, Fort Wayne is an industrial community, heavily dependent on durable goods manufacturing as a source of income for its growing population. Major industries in Fort Wayne include ITT, General Motors, Magnavox, GTE, Ray Magnet Wire, and North American Van Lines. In addition, there are many insurance and insurance-related corporations.

In the agricultural area of Allen County, there is a sizable Amish population. However, 75% of the county population resides within the incorporated Fort Wayne area. Most of the minority population is located in the central city.

The county is divided into four public school corporations, which include 19 high schools. In addition to the public high schools, there are five private/parochial high schools.

Fort Wayne, like most American cities, is currently dealing with the issues of drug use and abuse. The city dealt successfully with a gang problem several years ago, forming a coalition of youth services that continues to provide creative alternatives and direction for both youth and those who serve them.



Start-up

The Coalition for Youth Services was a logical starting point for NCPC in Fort Wayne. NCPC's Calhoun had met with David Brittenham, Coordinator of the Coalition. Brittenham told Anne Hoover, a Lilly Endowment Fellow and local advocate for youth, about the concept and NCPC's interest in initiating a program in Fort Wayne. Hoover used her concept of how to organize the program to prepare a job description that soon became her own as director.

It was her idea, born out of a strong belief in youths' abilities, to structure the Youth as Resources Board with a majority of youth membership — unique among the three Indiana sites. Youth board members were selected from several local agencies that had the potential to produce youth-directed projects as a way to encourage participation. Adult

board members were recruited from schools, youth and human service agencies, and private industry.

Winning poster in national YAR competition was drawn by Fort Wayne teen.

The board operated under the auspices of the Coalition for Youth Services throughout the two-and-one-half year demonstration phase of Youth as Resources. Because of its affiliation with the Coalition, Youth as Resources targeted the at-risk/high-risk youth of the central city as a major focus both in serving on the YAR Board of Directors and in participation in projects.

A board of 17 members was established with nine youth and eight adults. It was originally assumed that the board president would be an adult. But when both Frank Houk, a school administrator, and Darren Bickel, a student, were nominated for the position, Houk offered to become vice-president and assist Bickel as president.

The board meets six times a year. Meetings are set naturally around funding cycles and decisions. The only functioning offices have been president and vice-president, both positions held currently by teens. There are no committees.

Some of the policies set by the Fort Wayne Board early on in the program:

- ▲ Fifty per cent of project grant funds to be given to projects from the Fort Wayne central city.
- ▲ Youth must attend a YAR Grant Writing Workshop or meet with the YAR director before submitting a request.
- ▲ No more than 25% grant funds may be used for field trips.
- ▲ Applications must include a budget and plan for volunteer recognition.
- ▲ Grant funds would be divided into four funding cycles during the YAR demonstration period.

During the program's second year, Donna Koehlinger became the director as Anne Hoover moved to other youth-related projects.

Program Operation

recruitment

The first director began by using her many connections with local youth-serving networks to ensure that Youth as Resources was discussed and understood by educators and professionals in the youth field. In addition, a mass mailing to agencies and schools helped to spread the word about the availability of project funds.

Interested adults and youth were invited to a series of breakfast meetings to learn about the program and were later invited to grant writing workshops.

One of the most helpful recruitment tools has been the media. Quite a few newspaper articles marked the startup of Youth as Resources in Fort Wayne. There was considerable coverage in *Frost Illustrated*, a weekly minority paper. This type of coverage generated many phone calls to the YAR office.

During the first funding cycle, Youth as Resources began to encourage the teen board members to speak for the program, which greatly assisted the recruitment effort.

screening and selection

Initially, the site director reviewed all the project grant applications and eliminated those that were written by agencies on behalf of youth. Only grants that were proposed and written by youth were considered for funding. Board members made site visits, in youth/adult pairs where possible.

Based on the written proposals, site visit reports from board members, and recommendations from the YAR director, board members selected ten projects for funding, from among 20 that applied. Teens on the Fort Wayne board were very thorough in asking questions about project budgets and not at all reluctant to cut the amounts to be awarded if they thought project budgets were inflated.

Following Fort Wayne's second funding cycle, board members felt that more input was needed from project sites and added a requirement that each applicant group make a brief presentation about the project at a YAR board meeting.

implementation and monitoring

New project participants are required to sign a contract with Youth as Resources. Youth and adult leaders agree to keep track of volunteer data and cooperate with YAR monitoring and evaluation of projects. They also agree to keep accurate records and to return unspent project funds to YAR. Though adult project leaders are ultimately responsible for tracking funds and expenses, the director encourages youth to maintain a balance sheet of their own as a gauge of remaining funds.

Fort Wayne holds kickoff events to mark the approval of new project grants. A special ceremony recognizes the importance of the check — the actual

grant funds being awarded. Teen and adult board members present the checks; the ceremony is generally accompanied by a good deal of newspaper and TV coverage. After funding is received, each group provides a time line of project activities and events, including all meetings. This provides easier access both for site visits and for media coverage of projects.

Projects are also encouraged to seek their own publicity. Leaders are presented with a media guide and are reminded that the youth should do the talking when the cameras are rolling. The media guide includes tips on how to prepare a press release, who to mail to, how to thank the media, etc. This practice has generated a lot of publicity, which serves as yet another form of project recognition.

Project monitoring is accomplished through telephone calls and visits to all the project sites. In his term as board president,Darren Bickel, a teen, generally accompanied the director during site visits, in keeping with Youth as Resources' philosophy of youth/adult partnerships.

In addition, a Progress Report form was developed to help projects keep track of activities, media coverage, demographic information, and funds. The form also encourages projects to describe program obstacles and successes and to keep Youth as Resources informed about their needs.

The Fort Wayne program sponsored four funding cycles during the two-and-one-half year demonstration phase of Youth as Resources. Forty-five youth projects were funded out of a total of 60 applications. Each funding cycle was accompanied by information meetings and grant writing workshops. Three city-wide recognition events were held.

Volunteers numbered close to 1,500 youth between eight and 18 years of age.

technical assistance

It was clear that many Fort Wayne groups needed help in preparing the grant application. Following the second funding cycle, the site director placed less emphasis on the group grant writing workshops and spent more time meeting individually with groups to advise them on how to prepare the application.

Also, many projects needed advice on how to put together a final accounting of their projects. During the kickoff ceremony when checks are presented, the site director now explains how the final reports are to be compiled and distributes samples for their use. Explaining the process to both adults and youth has resulted in more youth involvement in the accountability of monies spent.

networking and training

Leadership training, for both youth and adults, has been a priority in Fort Wayne. In addition to the funding workshops during the first year, Youth as Resources sponsored a one-day conference, "Working Together For Youth." The conference focused on community collaboration and teen volunteerism and featured visits to Youth as Resources project sites.

More networking occurred during "Breakfast With The Stars," held in September 1988. Cosponsored by the Coalition for Youth Services, the 100 Men's Club, and the Pontiac Youth Center, the breakfast coincided with an NBA All-Star basketball game benefiting Fort Wayne children. Photo and autograph sessions with the NBA stars were combined with presentations by the sponsoring organizations about their programs and activities.

Fort Wayne YAR also sponsored a Youth Leadership Forum at North Side High School in November 1988. Locating organizations needing volunteers, developing projects, and applying for YAR funds were among the how-to's covered in the half-day training.

Another important event was Fort Wayne's Legislative Luncheon. The event, hosted by teen board members, has already resulted in a resolution on behalf of Youth as Resources enacted by the Indiana House and Senate.

As the YAR project screening process evolves, the original Grant Writing Workshops also evolved. The new sessions are called Fund Raising Workshops and include information on making effective presentations to potential funders and an opportunity to practice phone and group presentations.

recognition

From the very beginning, Fort Wayne YAR identified recognition as a critical component of every good project proposal. Applicant groups are encouraged to plan and budget for this in their initial request, with care given to the relative proportion to overall budget.

Recognition has also been provided directly by the Fort Wayne program at three city-wide events. The first event was a sit-down dinner held at the Window Garden Restaurant atop a downtown bank building. The second, a picnic lunch, was held at the Fort Wayne Botanical Conservatory. The third, a buffet dinner, took place at the Fort Wayne Women's Club, located in the Chamber of Commerce building.

Excellent coverage of project efforts as well as the program's undertakings helped make large segments of the community aware of the Fort Wayne effort

The recognition events are hosted and led by the teen members of the board. The teens plan and present awards, make presentations, and introduce speakers. At the third event, teen board members put together a slide show of project activities.

At every event, individual projects are described and recognized, and participants are presented with certificates and Youth as Resources T-shirts. Speakers have included Fort Wayne's Mayor Paul Helmke and Chief of Staff Sharon Banks, NCPC Executive Director Jack Calhoun, and Willis Bright of Lilly Endowment. These events also draw attention to the youth/adult partnership of the YAR Board. Teen and adult board members are honored at each event with plaques.

challenges and course corrections

Fort Wayne YAR had originally thought that an adult would serve as board president. When student Darren Bickel became the first president, the board began to realize the benefits that came from having a youth in that role.

Bickel was extremely successful in providing leadership to the program. He proved to be a highly articulate speaker and a superb example of youth in governance. He displayed self-confidence in chairing meetings and talking with the media.

The Fort Wayne Board established a policy that in the future both the president and vice president of Youth as Resources would be teenagers. The vice president serves as president-in-training. In addition, board positions became more formally defined — a member serves for three years, after which he or she must step down for one year before signing on for another term. Teen members are recruited, ideally, in their sophomore year of high school, with the expectation that they will remain on the board through their senior year.

There are now two college-age youth on the Fort Wayne Board. These young people had served on the board in high school and chose to remain active. They are also being considered as members of the Board of Switchboard, the parent agency that took over Youth as Resources from the Coalition for Youth Services.

Fort Wayne has modified its process for screening groups who apply for funds. Each group must spend ten minutes with the YAR board — five minutes to present the project and five minutes to answer questions.

To prepare the youthful applicants, a Fund Raising Workshop is scheduled beforehand on the art of making requests — including presentation tips and follow-ups. The workshop is not required but is available for assistance.

future plans

Youth as Resources in Fort Wayne has found a more permanent home at Switchboard, Inc., which operates a variety of hot and warm lines for youth and adults, an information and referral service, and the Volunteer Connection — a clearinghouse for volunteer opportunities in the community. Youth as Resources will be developing a new component, the Youth Leadership Academy, to provide leadership training for local high school students.

The players in Fort Wayne's YAR effort believe that the amount of money given is not paramount to the success of the program. The training that youth receive is most important, more important than the services they provide. Through the Youth Leadership Academy, leaders-in-training will be encouraged to develop and implement community service activities, and youth involved with Youth as Resources projects will have access to more focused leadership training.

Donna Koehlinger would like to see many more youth-created projects that involve building things that will remain in the community. "The long-term effect will be great," explains Koehlinger. "Feelings of self-worth will increase as kids return and see what they built years from now, and they will be encouraged as adults to get involved."

Youth as Resources in Fort Wayne will continue to help young people build self-esteem and a sense of community and commitment. The program affirms those values that prepare young people for future service to the community.

evaluating Fort Wayne's projects

In Fort Wayne, NCPC was fortunate to identify an evaluator with superb grounding in statistics. Dr. David Skelton of Indiana University-Purdue University at Fort Wayne administered the assessment for this site.

Local evaluators were given considerable autonomy in reporting their findings; Dr. Skelton's skills in statistical analysis enabled him to attempt to quantify and classify a number of interview responses. This provided an alternative methodology to the more qualitative approach used to assess projects in the other two cities, although based on the same instruments.

A total of 27 projects were evaluated at the Fort Wayne site. These ranged from playground construction to tutoring and peer counseling, from park and community center renovation to AIDS and pregnancy prevention. The projects were selected to be representative of the assortment of hosts, tasks, and beneficiaries, as well as types of youth, involved in Fort Wayne's three funding cycles of projects.

There are three fundamental questions in gauging whether the Youth as Resources effort met its mission in Fort Wayne:

Do youths' attitudes toward and outlooks on the community change for the better?

Yes. Self-reports by youth, observations by adults in the host agencies, and comments by the service recipients indicate that overwhelmingly — in every project — youth participants felt a greater sense of responsibility to and care for others in the community.

Do agencies that work with youth develop a perspective more favorable to the Youth as Resources idea? Are these attitudes manifest in policy and other changes?

Yes. In every host agency, youth had held practically insignificant roles prior to YAR. Every agency said that the YAR project benefited its mission; adults in the host agencies were explicit in describing the positive changes in the participating young people. Several specific policy changes in host agencies were already in place or in the works. Other agencies indicated that their support for the YAR idea was enhanced. Three service receiving agencies indicated they would explore responsible roles for youth as a result of their experience with YAR volunteers.

Does the community's attitude toward youth change as a result of YAR?

Service recipients are the most immediate members of the community to reflect the impact of youth as resources. Recipient organizations in Fort Wayne were grateful to the young people for their help; many commented on the skill and professionalism of the execution of projects. Young people reported that parents were impressed with their stick-to-it-iveness and their willingness to work hard.

participants

Sixty-eight young people were interviewed in depth in Fort Wayne. Their average age was 15.4 years; 30 were male and 38 female.

They identified their roles predominantly as "helping a lot" (intensive involvement in execution) with the project (36 mentions), planning the project (30 mentions), planning the grant (26 mentions), and developing the program (27 mentions). Multiple mentions were permitted, and on average, there were 2.3 roles identified per interviewee. This suggests a fairly high level of engagement in the activity on the part of those interviewed.

The YAR experience was a first-time volunteer effort for 40% of the youth; for 60% there was some prior experience, predominantly in school (42%) and youth groups (28%), with church (18%) the only other frequently mentioned locus.

The interviewees were asked what had given them the most satisfaction in the project. "Helping others" was named most frequently (42%); with "improving the community," "developing specific skills," and "having responsibility" each mentioned by about 20%.

The hardest things about the project, according to the youths, were learning specific skills and finding time for the project (28% each of total mentions) and working with adults (21% of total mentions). The "least fun" was the hard work and the types of people the youth had to work with.

Young people are influenced by both peers and adults. The volunteers interviewed indicated, two to one, that their friends either strongly or mildly approved of their effort. Only a few experienced mixed reactions. This may be due in some measure, but not entirely, to self-selection by YAR volunteers. The volunteers' perceptions of adults' views indicated that they saw fairly strong belief in their capability from the host agency's adults, and only somewhat less enthusiastic support from other adults in their community. They did perceive the Youth as Resources project as changing adult attitudes. Four to one, host agency adults' attitudes improved, according to the youth. More than half the young people said that service recipient and other adult attitudes were better after the YAR project.

In examining their own work, nine out of ten young people rated the result as excellent or good. Over half indicated they had learned a better way to accomplish some task. Eighty percent of the volunteers either felt the work would not have been accomplished without their help or were not sure the work could have been done any other way.

Eighty-five percent of the interviewees said they felt different about helping others. Specific comments identified a sense of self-worth and of reaching out. Nine out of ten of the young people indicated they would do a project like their YAR effort again — perhaps the highest accolade.

host agencies

In each of the 27 host agencies interviewed, the prior roles of teens were practically insignificant. Yet 15 of the 27 said they wanted to carry forward or renew the project; 22 indicated youth had grown in responsibility, and eight reported that youth roles had become more substantive in their agencies as a result of YAR.

The work of the teens was clearly beneficial; every agency identified some contribution to its mission. Most frequently mentioned was expansion of service, with provision of new service or reach to new clients close behind. Eight of the agencies specified that they would change youth roles as a result of their YAR experience.

Adults in the host agencies felt teens grew in one or all of four areas: responsibility, personal skills, caring, and job skills. Responsibility was the most frequently mentioned — almost a third of the total. One host agency staffer commented: "The young people grew greatly through this project. They accepted responsibility for the project, learned the skills necessary to complete it, and showed caring for each other as well as other people around them."

A majority of young people were eager to take on responsibility. In one instance, "one (youth) leader was overwhelmed by responsibility. Four (youth) leaders were very active and want to continue, bringing others to participate."

Among the formal steps that agencies named to carry on YAR policies were: conducting a higher-risk project next year; helping students raise their own money for a project; giving training to an entire 8th grade class on volunteerism and community service opportunities.

YAR helped with network development as well. Eight instances of stronger relationships between the host agency and outside groups were noted: "Our organization formed a very close relationship with the agency. This is a relationship we plan to continue and strengthen in the future." Another commented: "We definitely strengthened the relationship with the club and the community and developed more cooperation within the group."

service recipients

Without exception, recipients of the service were pleased with the outcome. Only two of those interviewed indicated the work done by students

would otherwise have gotten accomplished somehow. One recipient mentioned realizing that students do need direct skill training in video production and that he felt he would be better prepared to deal with a new group of students after this experience.

Three recipient agencies specifically said they were going to explore other responsible roles youth could play in their organizations.

Attitudes of recipient agencies and their clients changed as well, as this comment about the Field Day for the disabled shows: "Our staff was a bit hesitant about Field Day, but after arriving at the location, attitudes changed. Our clients and staff were received well ... most impressive was the genuine concern and one-on-one contact with the disabled clients and the students."

A similar shift in adult attitudes is shown in this observation about a pregnancy prevention project for sixth graders: "...it was quite interesting to see how well the high school students handled the topic. They were well prepared and showed all teachers attending just how valuable and capable they can be.... The board and the staff at the center...were amazed at the youths' ability to plan and carry out the project." ▲

Section 3 - Evansville

Evansville, Indiana, is a community of more than 136,000 people. Almost 30,000 youth attend public and parochial schools. The town is situated on the north bank of the Ohio River amid scenic, gently sloping grounds.

Evansville is a friendly town with a Southern feel. People know one another and reach out to newcomers. Strangers nod and speak in passing. It is the hub of the Indiana, Illinois, and Kentucky tri-state area.

Living in Evansville is affordable; the cost of an Evansville home is half the national average. The city has an accredited zoo, museum, a philharmonic orchestra, and two universities.

Major employers in Evansville include Bristol Myers/ Squibb,Whirlpool, American General Finance, Alcoa, Indiana Bell, and three hospitals. Although Evansville has a stable economy, the city would like to grow. With that growth, Evansville would be able to employ more of its young people in the area.

Start-up

Youth Resources began in Evansville with the aid of NCPC's Jack Calhoun, who helped to develop a 30-member Board of Directors that included school administrators; executive directors of youth, community service, religious, educational, social service, and business; government officials including a juvenile court judge, the Mayor, and the police chief; and a media representative.

The Board of Directors initially advertised the position of director in the local newspapers. Several news articles about the formation of the new Youth Resources program helped spur interest. Phyllis Kincaid, a former teacher and group home coordinator, was invited to apply for the director's post and won the assignment in a careful selection process. The Evansville Board decided to name its program Youth Resources, a title it felt was more activist.

A Teen Advisory Council, unique to Evansville, was formed. This corps of young people promoted Youth Resources in their high school papers; explained the program in their schools, churches, and organizations; encouraged grant submissions; developed a Youth Resources pledge card; and screened grant applications.

The Teen Advisory Council was active in helping Youth Resources to become better known: A logo contest in area high schools produced the symbol still used by Youth Resources; an all-city teen dance was held to announce the winners of the first grants; a city-wide free teen newspaper, *Frontline*, included articles, production, ad sales, and distribution by youth; council members helped plan two conferences and a training workshop.

The value and hard work of the teen council was quickly acknowledged by the Youth Resources Board. By April 1988, three teen council members were elected to the board.

Youth Resources found office space in exchange for part payment of a secretary's salary, through the University of Southern Indiana. Office furniture was donated by a board member.

The board acted quickly to establish itself and make its mark. The grants committee reviewed materials from the National Crime Prevention Council and the Boston Teens as Community Resources program, then designed its own policies and funding criteria. Some of the early decisions included:

- ▲ Youth ages 10 to 19 are eligible to participate in Youth as Resources projects.
- ▲ Grant money may be used for direct operation of the project, transportation, or recognition.
- ▲ The project should demonstrate to the community and to young people that youth are a valuable resource.
- ▲ Priority will be given to new projects.
- ▲ Generally projects will not be funded for more than one year.
- ▲ Where rental or purchase of capital items is central to the project, the selection committee may approve purchase. If so, ownership of the purchased capital item may revert to Youth as Resources.
- ▲ Youth as Resources may disperse unused or returned money to non-profit groups for special or emergency projects that meet Youth as Resources guidelines.

The Youth Advisory Council launched its own newspaper by and for the young people of Evansville

The finance committee recommended and helped implement incorporation as a charitable non-profit to ease program expansion and enhance funding opportunities. Advice and in-kind contributions from board members enabled Youth Resources to have a professional accounting system, by-laws, financial guidance, and a personnel manual.

Program Operation

recruitment

Getting the word out about Youth Resources funding opportunities and stimulating grant submissions was a highly important first order of business.

There was no formal youth network in Evansville to spread the word about available funds. The site director developed a mailing list of 450 names including schools, churches, youth-serving agencies, not-for-profit organizations, and selected others. Announcements of the grant opportunity were mailed to this list, inviting interested groups to attend one of three workshops on how to submit a proposal. A press conference was held at the first workshop.

The site director addressed meetings of area service clubs, middle and high school principals, and selected churches. She spent many hours brainstorming with individuals about possible project proposals.

screening and selection

During the first funding cycle, 42 applications were received. The quality of proposals was high; the board decided to fund as many as possible.

Separate teen and adult selection committees screened the first proposals. The teens made recommendations to the adult committee. The adults reviewed the teen recommendations, made their own choices, and submitted a final list to the board for approval.

Watching the teens select projects was an energizing process. They were serious, fair, and good sports. They scrutinized budgets. Their comments ranged from "This project doesn't need T-shirts, buttons, AND hats. Two of the three are enough," to "This school can borrow lights from our high school. We don't need to allow them money for expensive lights."

In selecting projects, there were generally some clearly outstanding ones and some that equally clearly would not be funded. Selection from the large middle ground was handled differently in the two cycles. The first year, the adult screening committee discussed projects, suggested changes to make projects acceptable, and selected those to fund. In the second year, middle ground projects were funded according to points scored in the committee ratings.

The site director provided constructive feedback to unsuccessful applicants and ensured that board-mandated changes in projects were made.

implementation and monitoring

Project participants were required to sign a contract to complete project activities, maintain expenditure records, participate in project evaluations and site visits, and return all unused grant funds to Youth Resources. In addition, adult project leaders must attend a training workshop.

Evansville distributed funds in one of two ways. If the total project grant was less than $1,000, the full award was disbursed on request. A full financial report was required at the project's end. If the award was more than $1,000, funds were disbursed in three increments. Before securing the next installment, the project must submit documentation on expenditures and return unexpended funds.

The director made an initial site visit. Periodic phone calls offered various forms of technical assistance and assessed projects' progress.

To help with project assessment, the board (with assistance from Dr. Sandra Singer, the local evaluator) decided that :

- A structured, detailed, final report of each project will be submitted in writing or through a structured interview with a board member.
- The report will state the number of participants, number of hours participants spent on the project, number of recipients served, and any resources utilized from other organizations.
- There will be periodic follow-ups for two years where agencies indicate that they are continuing the project or a similar activity.

Evansville sponsored two funding cycles. Thirty-nine projects were funded for $87,000; more than 1,000 young people were involved.

During cycle one, 18 projects allowed young people to aid foster families, the elderly, the handicapped, and children of battered women. They built homes for low-income families and made Christmas toys for needy children. Other projects dealt with suicide prevention, drug abuse, and youth volunteer recruitment.

For cycle two, 21 projects were funded. Activities included a public service announcement on suicide, live puppet performances against the use of drugs and alcohol, an original jazz production on how to resist peer pressure, a junior docent program in historic New Harmony, and fairy tales on tapes for after-school day care programs.

training and networking

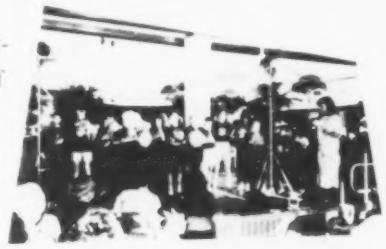
In November of 1987 and 1988, six conferences were held to allow people from a variety of nonprofit groups to learn about Youth Resources and its funding opportunities, become familiar with the grant process, and get ideas for youth-directed community service projects. Conferences were held in the morning, late afternoon, and evening to ensure that information would reach adults and teens alike. Packets containing the grant form and related materials were distributed to all who attended.

For cycle two projects, Kathy Elpers, a Lilly Fellow and university professor, trained adult project leaders in understanding adolescent development and needs to help host agencies encourage activities developmentally sensitive to the age group.

In May 1988, the National Crime Prevention Council and Youth Resources co-hosted "Color Your Life," a training conference to increase teen leadership and governance of projects, help with project planning, and build positive self-image. Teen council members were active in the training.

The Youth Resources Teen Advisory Council and the Raintree Girl Scout Council sponsored "Take the Lead," a one-day event for youth in grades 7 through 12 to learn about dating, dieting, teen suicide, teen parenting, drugs, illiteracy, and job opportunities. An adult-only session looked at physical, cognitive, social, and emotional changes that occur during early adolescence.

Evansville promoted awareness of youth service by participating in Youth Service America's "A Day in the Life of Youth Service" on October 13, 1988. Media releases were distributed about Youth as Resources projects; two projects had activities on that day. Mayor Frank McDonald issued a proclamation.



Just one project— Teens Against Drugs and Alcohol— reached several thousand youngsters and their families.

networking

Early in the program, it became clear that Evansville needed to bring together educators, youth-serving professionals, church leaders, youth, and parents with representatives from the business, legal, government, and medical areas. The purpose — to educate the community about youth issues, strengthen existing agencies and programs, fill gaps in services, and be appropriate advocates for youth.

A luncheon in October of 1988 included legislators and business people. Dr. William Bonifield, Lilly Endowment Education Vice President, spoke on "The Endowment's Vision for Youth in Indiana." A presentation on the first year of Youth as Resources followed, including remarks by three Teen Advisory Council members. Guests were invited to join a brainstorming session about youth issues.

A June 1989 luncheon on the Community Guidance for Youth process brought together key actors in a possible Youth Coalition. It was used as an opportunity to invite organizations to join such a coalition being formed by Youth Resources.

On October 19, 1989, over 200 community leaders and youth formed the Evansville Youth Coalition. A governing structure, mission statement, goals, and committees are already in place.

recognition

Recognition as an important element in projects has been strongly emphasized in Evansville, but it is not a required component of a proposal. One project, in fact, decided not to provide a separate recognition event for volunteers and experienced no problems. As a guideline, Evansville recommends that no more than one-third of the project budget be allocated for recognition.

Two city-wide recognition events were held — January 1989 and April 1990. The 1989 event at the Evansville Museum featured the Mayor of Evansville; Superintendent of Schools; Editor of The *Evansville Courier*; Willis Bright, Program Director, Community Development, Lilly Endowment; and National Crime Prevention Council Executive Director Jack Calhoun. Each project received a plaque; all the youth received Youth Resources membership cards and free fast-food certificates. Media coverage was extensive.

The 1990 event included displays of projects staffed by young participants. Arts projects performed; slides and videos highlighted project efforts. Lilly Endowment President John Mutz attended, as did the Superintendent of Schools, the Mayor, and the head of the United Way.

Recognition has come from outside the YAR program as well. The Teen Advisory Council won the 1988 Crime Prevention Coalition Youth Award. The site director received the Mayor's Youth Council Commitment to Youth Award for 1988. The Raintree Girl Scout Council project with the children of the battered women's shelter was featured in the national *Girl Scout Leader*, Spring 1989. The Evansville Dance Theatre's original jazz ballet

against drugs and alcohol. "Pressure," has been invited to perform for the Governor's Commission on a Drug Free Indiana. The Boys Club "Cleanup Clan" received the President's Environmental Youth Award in 1988.

challenges and course corrections

Perhaps the major challenge was to create a network of adult leaders who would coalesce around youth issues, particularly around the Youth as Resources concept. The lack of such a network meant that spreading the word about Youth as Resources was initially much more difficult than it could have been.

Another major challenge for the Evansville site was to find financial support for 1990 and to plan for this support in 1991 and 1992. A three-year transitional grant from the Lilly Endowment is slated to cover 75% of the 1990 budget, 50% in 1991, and 25% in 1992.

During its first two-and-one-half years of operation, the Evansville program revised and refined its screening procedure, added youth to the board, formalized training, and expanded its operations area. It also began to include an evaluative component in its projects.

In the first year of operation, only projects from Vanderburgh County (Evansville) were funded. In the second year, the program's name became Youth Resources of Southwestern Indiana, serving Vanderburgh and four adjacent counties.

In 1989, a trophy was presented to the most outstanding project, but the board discontinued this award because of the competitive element introduced in a non-competitive arena.

Evansville has created a "non-funded program" category to encourage all youth volunteer efforts. Projects that wish to participate in Youth Resources recognition but do not require YAR funds may still apply and are screened. If the regular requirements are met, these projects are considered Youth Resources projects and get recognition and training along with the funded projects.

future plans

The Evansville Youth Coalition is, in a way, the culmination of Youth Resources of Southwestern Indiana's efforts to create a local culture that really cares about its children and makes them a community priority.

Youth Resources plans to continue to bring to the forefront what is happening with youth. Many adults have received training on adolescent

development and needs through Youth Resources, which will continue to educate community leaders to better understand youth needs and issues.

Partnerships are currently being formed across institutions, such as teachers working closely with youth-serving agencies. It is hoped that programs will expand under and be added to Youth Resources' nonprofit umbrella.

evaluating Evansville's projects

In Evansville, the local evaluator was Dr. Sandra Singer, associate vice president of the University of Southern Indiana and a specialist in child development by professional background. Her analytic approach to the internal workings of each project has helped frame questions on which YAR — and other youth service — evaluations can build in identifying the project characteristics that can produce optimum change in the young people together with substantial benefit to the host agency, service recipients, and community. She has also provided invaluable guidance on fourth generation evaluation concepts.

Evansville funded two project cycles. Several of the first cycle projects were extremely short-term; others were unusually long-term. In the second cycle, a number of the projects are still ongoing as this report is being written. A total of 12 evaluations out of the 30 completed are available. They represent a mix of activities — from building homes to building aviaries, from helping older residents to working with young children in battered women's shelters, from mass communication to individual interaction. The mix of host agencies reflects Evansville's project mix — schools, churches, a business, parents, community groups, and youth groups.

Here, in brief, is how the evaluation in Evansville answers the three critical questions at the heart of YAR projects:

Do youths' attitudes toward and outlooks on the community change for the better?

Yes. Young people themselves noticed that they felt more positive about and needed by the community; adults in the host agencies indicated that young people had developed a greater sense of community and caring, and those who were helped saw growth in the youths' maturity as well. A substantial majority indicated such changes clearly.

Do agencies that work with youth develop a perspective more favorable to the Youth as Resources idea? Are these attitudes manifest in policy and other changes?

A major local corporation was so pleased with its experience that it wants to continue its involvement with the YAR effort; at least eight organizations indicated their intent to continue projects after YAR funding ended.

Does the community's attitude toward youth change as a result of YAR?

Definitely. In Evansville, the most significant change is the formation of an area-wide Youth Coalition focused on meeting in a positive way youths' need to develop their abilities and skills. There could be no clearer manifestation of the community's change in attitude than the creation of this coalition under the leadership of Youth Resources. And, as in the other cities, those who receive service, as well as the non-project adults in the youths' ambit (parents, teachers, etc.), remarked on the positive changes in the youth and on their own renewed or restored positive view of the young people and their abilities.

participants

Participants said that the best part of the projects for them included working together, helping others, developing self-confidence and self-esteem, and making new friends. They had clearly developed a sense of caring, according to their reports: "The smiles and the hugs (of the nursing home residents) were our reward" and "The hardest part was saying goodbye to the kids at the end (of the summer)" were typical. One young woman said that she strongly believes in God and was able to express her feelings (through) working (on the project) in a way that she cannot in school.

For a majority of the youth who named one, the hardest part of the project was finding time to take part. Many found the requirements of planning to be challenging but instructive. Some commented on the hard work involved in the actual execution of the tasks. But this is offset by a recurring theme — a high level of pride and sense of accomplishment that was echoed by participants in practically every project evaluated.

Attitudes of peers toward youths' involvement in YAR were generally neutral to favorable. Many of the youth were able to recruit friends to join in projects, in fact. Youth felt that the adults in the host agencies were strongly supportive of their ability to do the job — from organizing a skit to framing a wall to caring for others' children.

The young people were asked to relate any changes in themselves from their YAR effort. Interestingly, several groups commented about the value of specific learnings — the "living history" of the area, the problems of spouse abuse, the living conditions of the elderly, for example. Most indicated that self-esteem, self-confidence, or both had improved — as had confidence in ability to work both with adults in general and with specific groups of adults. One young man observed "I'm not shy around old people any more." An Explorer Scout indicated "I'm comfortable working with adults now."

host agencies

The host agencies for the evaluated projects included a business, four schools, two churches, two community organizations, and six youth groups.

None of the host agencies reported any prior experience with young people in resource roles, though several had been involved to some degree or other with youth in volunteer roles, including three Scout groups. In almost all the projects, the adult leaders reported that youth took on roles new to the agency in project design, management, and execution.

In every agency, adults' attitudes toward the youth were strengthened by the YAR experience. A clear majority of the adults were supportive of youths' abilities but became more so. The business that sponsored young people producing public service messages said the greatest benefit to it as an organization was renewed appreciation for youth as a resource and asset to the community. The adult leader of a housing project said the youth provided an excellent example for those adults who thought that they had done enough by donating money alone — not their time and energy — to the project.

One adult comment reflects both the change in adult attitude and the learning opportunities inherent in YAR:

"The most challenging problem was figuring out how to get a heavy shake-shingled roof on top of a ten-foot structure. I'm an engineer, but I didn't give any advice. I let the kids work it out, and they did it with ropes and a pulley. I wouldn't have done it that way, but it worked just fine."

Adult leaders noted significant changes in attitudes of the young people involved. A sense of responsibility, civic pride, and commitment were among the developments most often noted. "They became aware of how they could be a strong, positive influence

on another human being," was how one high school counselor described the most valuable aspect of the project for the youth. A teacher of fourth and fifth graders said the young people she worked with learned teamwork, how to communicate with the elderly, and how to carry out a plan. Another adult leader remarked that not only did she observe the youths' growth in self-confidence, self-worth, and leadership, but that both school officials and park employees commented on the high quality work and the amount of responsibility the young people exhibited in their museum docent project. Another adult felt that "The most beneficial part was not the actual construction, but the learning that came from wrestling with all the planning that had to be done before the building began."

Agency policies and practices changed. At least half the evaluated projects were being continued in some form. One group stated they wanted to tackle a project "like this" every year. Youth have become a regular part of the docent corps at the New Harmony State Historic Site; Habitat for Humanity plans to keep recruiting teens as volunteers. American General Finance plans to support other YAR projects. The director of the shelter for battered women termed the YR project a "model" effort.

service recipients

Direct benefits to those who received service included new homes, drug prevention education (to 6,500 people), suicide prevention advice (via television to thousands), companionship, cleaned-up yards, three aviaries for a public zoo, living history demonstrated by youth, and physical assistance at a major public event.

The agencies and people who received help from YAR projects were almost without exception highly enthusiastic and deeply appreciative. Most indicated that the service would not have been provided had it not been for the young people. The women's shelter, for example, could not have provided the "quiet time" for mothers, nor could it have funded the outings for the children involved.

Less tangible benefits were also apparent. Older people in nursing homes commented "They (the youth) make me feel a part of the world," and "Being around them makes me feel young." A grownup who saw the premiere of an original skit by a youth choral group commented "The play has some very good messages for adults." Elderly and handicapped people who took advantage of a youth-staffed rest area during a major public event (Thunder on the Ohio boat races) said they were impressed with the concern and politeness of the young hosts.

The Tri-Ad Committee for Suicide, a regional group, said that teens who produced an anti-suicide public service announcement had done more in six months than the committee was able to accomplish in six years. Channel 44, which aired the PSAs, would like the teens to produce PSAs on teen pregnancy and teen alcoholism.▲

APPENDIX

Interview Questions Used in Evaluating Youth as Resources

Interviews were a key method of gaining data about whether YAR was meeting its goals. The interviewers were either the evaluators themselves or graduate and upper level undergraduate students with experience in field research techniques.

Evaluators were advised that the questions represented the desired information, not a rigid interview structure, and urged them to maximize interviewees' comfort levels in discussing YAR experiences.

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Questions Asked of Project Host Organizations

1. What were youths' roles in your organization prior to this project?
2. What were youths' roles in this project?
3. Will your organization carry forward this project or a variation of it? If not, why not?
4. What contributions did the project make to your organization's goals/mission?
5. What contributions did the project make to the community?
6. What changes took place in the young people who were part of the project? Individually? Collectively?
7. Have there been any changes in the roles of youth in your organization's other projects since this grant began? If yes, please describe.
8. Have of your organization's personnel (board, volunteer, staff) expressed attitude changes toward the roles and abilities of youth as a result of this project? If yes, please describe.
9. Has your organization taken any formal action (such as budget, policy change, resolution of endorsement) to provide new or renewed focus on youth as resources? If yes, please describe.
10. Have your organization's relationships with other agencies changed as a result of a Youth as Resources project? If so, how?

Questions Asked of Service Recipient Organizations

1. What service did the Youth as Resources participants provide to your organization/clients?
2. Would this service have been provided in the absence of the project? If so, how?
3. How did this service assist or support your organization's mission(s)?
4. How did young participants' performance of their task(s) compare with your organization's expectations?
5. How did your organization's clients respond to youth as participants initially? Over time?
6. Has your organization considered using more youth as volunteers in responsible service roles as a result of this project?
7. If so, in what types of roles? If not, why not?
8. How did adults in your organization (e.g., staff, adult volunteers, and board members) view the youth and their project? Did the views of any of the adults shift during the course of the project? If so, how?
9. What was the greatest benefit to your organization from this project?
10. Were there any problems or concerns? If so, please describe.

▲

Questions Asked of Project Sponsors About Program Administration

1. Please indicate your level of contact with the program administration for Youth as Resources (none or little, occasional, frequent):

NCPC: Mail ___ Phone ___ In Person ___

Site Staff/Board: Mail ___ Phone ___ In Person ___

2. Were these contacts, from your perspective, about right, not frequent enough, or too frequent?

NCPC _____

Site Staff/Board _____

3. Please indicate which if any of the following services you received from site staff or NCPC.

General information through mail/phone/visit _____

Assistance/advice in developing idea pre-application _____

Assistance/advice in completing application _____

Help with publicity/press releases _____

Public speaking to your group or related organization _____

Presence at project/event _____

Monitoring and status checks _____

4. What other services might have been helpful?

5. What training or information would have been helpful to you in developing and implementing a Youth as Resources project?

6. Did you talk with other groups undertaking projects? If so, was this helpful? If not, would you have liked that opportunity?

Questions for Interviews with Participants

Interviewer will use suitable recording techniques to encourage maximum freedom of expression by the interviewees. Interviews will be conducted one-on-one or in small groups in informal settings.

Set-up (opening should be colloquial and free-flowing): You were part of a project that the (host) ran to help (recipient) with (problem/service). I would like to ask you a few things about how that project worked and what you thought of it. I'll be (taping, taking a few notes) but I won't identify your answers in any way to anyone — so please be as honest as possible about the bad things as well as the good.

1. Is this the first project you've worked on? (If not, probe for other experiences briefly.)
2. What exactly did you do?
3. Had you been a volunteer before? (If yes: Was this experience better?) (If no: Did you feel confident about your ability?)
4. What gave you the most satisfaction in this project?
5. What was the most fun? The least fun?
6. What was the hardest thing about working on this project?
7. What did your friends and schoolmates think of your effort?
8. How do you think adults in your community generally feel about young people's ability to do these sorts of projects?
9. How about adults in (host organization)? In (recipient organization)? Did they change their views about young people?
10. What kind of job do you think you and your friends did? Excellent, good, decent? Did you find better ways to do things or different ways that made the job easier?
11. How did your project help the people in your community? How would they have gotten this help if you weren't there?
12. How do you feel about helping people in your community through these kinds of projects? Did you feel differently before this project? (Probe for sense of competence, sense of community, sense of self-worth.)
13. Do you think adults you know who weren't in the project have changed their attitudes toward you because of this project? (parents, teachers, coaches, church leaders, etc.) Have you changed your thinking about them?
14. Would you do this — or a project like it — again? If yes, why? If no, why not?

Attitudes and Beliefs Survey

Pre/Post Youths' Participation in Project

	Strongly Agree	Somewhat Agree	Undecided	Somewhat Disagree	Strongly Disagree
Most of the time, you can change what might happen tomorrow by what you do today.	☐	☐	☐	☐	☐
One of the best ways to handle most problems is to just not think about them.	☐	☐	☐	☐	☐
I don't mind working hard if it does people some good.	☐	☐	☐	☐	☐
Teenagers are respected for their abilities.	☐	☐	☐	☐	☐
When bad things happen, they are just going to happen, no matter what you try to do to stop them.	☐	☐	☐	☐	☐
I wish I could have more respect for myself.	☐	☐	☐	☐	☐
I'm pretty good at helping people.	☐	☐	☐	☐	☐
I try to do a job the right way, even if I don't like doing it.	☐	☐	☐	☐	☐
People are usually mean for no reason at all.	☐	☐	☐	☐	☐

	Strongly Agree	Somewhat Agree	Undecided	Somewhat Disagree	Strongly Disagree
I don't have much to be proud of.	☐	☐	☐	☐	☐
When I work for someone, I do the job the way I want.	☐	☐	☐	☐	☐
I just look out for myself and let others solve their own problems.	☐	☐	☐	☐	☐
There's not much I can do to change things where I live.	☐	☐	☐	☐	☐
Very few adults trust teens.	☐	☐	☐	☐	☐
Most of this town's problems are too big for me to do anything about.	☐	☐	☐	☐	☐
On the whole, I am satisfied with myself.	☐	☐	☐	☐	☐
I don't like to do work unless I get paid for it.	☐	☐	☐	☐	☐
I enjoy helping people.	☐	☐	☐	☐	☐
There's a lot I can do to make things better for this community.	☐	☐	☐	☐	☐
If someone doesn't like me, there's not much I can do about it.	☐	☐	☐	☐	☐

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